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ABSTRACT

The activities of the Council for Cultural Co-Operation (CCC) and the Cultural Fund of the Council of Europe during 1973 are described in this annual report. The educational activities are summarized in these areas: organization of education; curricula, content, subjects; training of teachers; educational technology; research cooperation; exchange agreements; and mobility and equivalence. In addition, the activities of CCC in promoting cultural development and youth activities are described. (WH)

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COUNCIL OF EUROPE

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CULTURAL FUND

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ANNUAL REPORT 1973

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STRASBOURG
1974

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This report has been prepared by the Council for Cultural Co-operation in pursuance of Article V, paragraph 4, of the Statute of the Cultural Fund, which requires the Council to "transmit an annual report on its activities to the Committee of Ministers, who shall communicate it to the Consultative Assembly".

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At the time of going to press, it had not yet been examined by the Committee of Ministers.

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INTRODUCTION

Education

The greater part of the introduction to the CCC's annual report for 1972 consisted of a commentary on the CCC's proposals for acting as a "focus for educational co-operation in Europe", as embodied in its Opinion No. 10 on Recommendation 649 of the Consultative Assembly. This commentary ended with the following words:

"The final decision on the CCC's proposals must await the year 1973, when the CCC will submit detailed estimates of the cost of the projects selected, but it is already certain that the new phase of co-operation advocated by the CCC will require a major policy decision on the part of the Committee of Ministers in the light of the other preoccupations of the Council of Europe."

These words showed a recognition that the decision to be taken by the Committee of Ministers would not be a simple policy decision but a matter of allocating further resources in the light of the functions of the Council of Europe as a whole. It so happened that the Committee of Ministers' examination of the CCC's opinion coincided with the onset of a period of financial stringency in Europe and further afield, which has affected the attitude of governments to the expansion of all international organisations. The ensuing problem of reconciling the desire to approve the CCC's proposals in principle and the need to limit the growth rate of the organisations as a whole resulted, for the first time since the creation of the CCC in 1962, in the Committee of Ministers being unable to reach a decision in June on the level of the resources to be made available to the Cultural Fund for the following year.[1] Thus the CCC was obliged to postpone from September to December the session at which it adopts its forthcoming educational and cultural budget.

It is pleasant to be able to record, however, that in November 1973 the Committee of Ministers finally decided to endorse virtually the whole

1. Known as "the guarantee".

of the CCC's opinion and to reply to the Assembly that it approved of the functions defined therein as a basis for the CCC's future development. At the same time, the Committee of Ministers raised the guarantee to the Cultural Fund to 3 850 000 F, thus enabling the CCC to put in hand the seven intensive projects which it had regarded as the necessary starting-point for this new phase of development.

For practical reasons, however, and not least the fact that these projects will be administered by external consultants to be appointed for the life of each project, it was found necessary to postpone the date of inception of the new projects by an average of 6 months and to fix the level of the guarantee for 1974 accordingly.

At its 24th Session, finally held in December 1973, the CCC was able to adopt a budget-programme for 1974 with the following outstanding characteristics:

i. Of the nine potential intensive projects listed in the annual report for 1972, it selected the following seven: Permanent education (pilot projects); EUDISED; Equivalence of university qualifications; Reform and development of curricula in higher education; Pre-school education; Technical and vocational education with particular reference to mobility of manpower; Content, structures and methods of adult education.

ii. While postponing a decision on a proposed intensive project relating to multi-media learning systems, it agreed to pursue its ongoing work on the construction of a units/credits system for modern language learning by adults, and will consider whether to incorporate this subsequently in a broader based multi-media project.

iii. It provided for the expansion of the fellowship schemes: the existing teacher bursary scheme, whereby foreign teachers are invited to participate in in-service training courses organised by certain member governments, and the newly established Council of Europe Higher Education Scholarship scheme.

iv. It gave its approval to a new development in the field of educational research co-operation, whereby the organisers of national pilot projects in the field of educational research and development (R and D) will meet under the auspices of the Council of Europe to compare experiences and draw such conclusions as may be of value to all the European education authorities concerned.

The last two projects can be cited as good examples of the new trend towards decentralisation, for the bulk of the expenditure and most of the administration will be assumed in each case by national governments, whereas the Council of Europe will co-ordinate and stimulate the work.

Another important decision taken by the CCC in December was its approval of a budget for the special project on the mobility of post-graduate students and staff in higher education and research, to which

reference was made in the annual report for 1972. This special project, which will be entirely financed by voluntary contributions from the thirteen participating governments,[1] is due to commence in February 1974 and will in principle be continued for two years under the supervision of a special committee of governmental representatives, the Secretariat being provided by a small team of consultants under the direction of Rector Capelle (France). The political importance of this development is considerable, for the project is designed not only to help the member countries most directly interested in their efforts to improve the mobility of graduates and their establishment abroad, but at the same time to encourage other European countries to take advantage of solutions to the problems arising. It remains the policy of the CCC — in line with that of the Council of Europe as a whole — to do its utmost to avoid any unnecessary division between the Nine and the Twenty-one in the field of education and culture where there is a common heritage as well as common traditions shared by all. The results of the project will therefore be made available to all member countries.

Cultural development

In the course of the discussions on Opinion No. 10, both the CCC and the Committee of Ministers were aware that concentration on the problem of intensifying educational co-operation had tended to throw into the shade the other main branch of the CCC's activities, namely cultural development. It was a question of "one thing at a time".

In its reply to Recommendation 649 of the Consultative Assembly, the Committee of Ministers stated:

"The Committee of Ministers has noted that the solution to the question of a 'European Office of Education' does not cover the parallel role which the CCC might be called upon to assume in the field of cultural development. Pending concrete proposals from the CCC in this connection, it wishes to inform the Consultative Assembly that it is concerned that there should be a proper balance between the different activities of the CCC in the fields of education, culture and youth."

At its 24th Session, the CCC adopted a statement to the Committee of Ministers, in which it called attention to the next steps which it proposed to take in implementing its plan to assume the role of a focus for educational co-operation in Europe, and at the same time assured the Ministers of its readiness to comply with their wish that there should be a proper balance between its educational and cultural development programmes.

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1. Austria, Belgium, France, Federal Republic of Germany, Iceland, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, Turkey, United Kingdom.

This statement contained the following passages:

"The CCC intends to do its utmost between now and April 1974 to set on foot a cultural development programme for 1975-76, which will reflect in the field of culture the principles which were laid down in Opinion No. 10 in respect of education."

Such a programme, which may include one or more projects of intensified co-operation, will inevitably result in a certain rise in operational expenditure, mostly on what have been described as 'ordinary' activities."

In order to hasten this process, the CCC decided to set up a working party composed of its own members with the aim of producing a document "which might help it towards doing for culture what Opinion No. 10 had done in the field of education".

Finally, the CCC advised its permanent committees and the Secretariat "that the successful conduct of a limited number of projects planned on a significant scale will be more beneficial to the future reputation of the CCC than the maintenance of a host of small activities extending over a wide front".

It may be expected therefore not only that the proportion of projects of intensified co-operation and other major activities in the CCC's programme will gradually increase in relation to other activities, but also that some of the intensive projects to be launched in future years will be concerned with problems of cultural development.

Note on the cultural programme of the Council of Europe

It should be explained here that the original purpose of the Council of Europe's cultural policy was to safeguard and popularise the European cultural heritage. This purpose has not been forgotten (e.g. the European Art Exhibition to be held in 1975), but as early as 1964 a much broader purpose was given to the relevant committee, when it was instructed to consider means of enabling the individual "at all times and throughout his life to take advantage of the widest opportunities for cultural development and self-fulfilment". The formulation of a new style cultural development programme, based on this broader concept, was begun in 1967 and the programme was approved in 1970.

There has thus been a development amounting to radical change in the conceptual basis of the Council of Europe's cultural work.

First and foremost, the programme rests on the belief that government in a modern democratic society, whether it be central, provincial, regional or local government, has a duty to encourage and promote the cultural life of the community: that is to say, of the community as a whole, not merely of a privileged minority. Though the decline of laissez-faire in cultural

matters dies hard, there are probably few people in Europe today who would question that belief. What may find less ready acceptance is the Council of Europe's insistence that "culture" in this context means not only the practice and appreciation of the arts but the whole use of leisure — the quality of life, as it has been described — and that the role of government in this very broad field is a more active one than mere financial support or the provision of facilities.

The argument relating to the scope of national cultural policies as such revolves around two distinct questions. First, is it right that governments, in their concern for the cultural life of the community, should extend their interest beyond the encouragement and support of the arts? Secondly, if such an extension of interest is permissible, what form should it take?

In maintaining that the answer to the first of these questions must be in the affirmative, the Council of Europe does not seek to lay down for national governments any particular form of administrative organisation. It does not say, for instance, that responsibility for cultural policies in the broader sense must be concentrated in separate minstries called Ministries of Culture; but it does assert that in the exercise of their total duties governments must have regard to everything which will enable the individual to take advantage of life-long opportunities for self-fulfilment, and that the encouragement of the arts must be seen within the context of this wider responsibility. It holds that in an age in which the expression of individuality, at least so far as the mass of populations is concerned, is in constant danger of being overwhelmed by the very forces which have contributed to material progress, any narrower definition of culture as the proper object of government concern will leave almost untouched the main problem facing European countries today, which is the cultural deprivation of the many as opposed to the few.

The question of the form which this concern should take is more difficult. There are many thoughtful people who would contend that in a field in which the free choice of the individual counts for everything it is wrong for government, either in its support for the arts or in its concern for the whole use of leisure, to go further than the discreet provision of facilities, in response to local demand and by way of assistance to local initiative. The principle of response to initiative is undoubtedly of fundamental importance as a guide for cultural development policy in any democratic state, but if equated with the whole of that policy it suffers from the defect that it favours the articulate: that is to say, those who by social background or material circumstances or both are in a position to formulate coherent demands and to take effective steps towards meeting them, in part, by their own efforts. It may thus perpetuate and even widen the gap between the "haves" and the "have nots" and so exercise a divisive rather than a unifying social influence. That is why the Council of Europe believes that an effective policy of cultural development must

involve governments in going out to the people, not merely in waiting for the people to come to the government. This process should, however, be carried out with the greatest possible measure of decentralisation and with full allowance for diversity of local circumstances. The aim should be to establish in communities within national states a means of not only responding to aspirations for cultural enrichment, not only of assessing public demand by analysis and research so that a coherent programme of assistance can be carried out, not only of evaluating cultural development programmes and projects as they proceed, but of awakening the community as a whole to the possibilities of achieving a fuller and more rewarding cultural life. The machinery for accomplishing this aim will vary widely between (and within) countries. A fundamental objective will be to promote active participation in the whole process by the people themselves and so to foster a sense of living, self-reliant local communities. In so far as it can be summed up in a short phrase, the policy can be described as one of socio-cultural community development.

Youth and sport

Hitherto, the CCC's programme in these two fields has been treated under the general title "cultural development". However, the crystallisation of the cultural development programme properly so called and recent developments which are described below have convinced the CCC that this situation cannot continue indefinitely.

In the field of youth, the main effort in the past was concentradet on establishing a European Youth Centre and a European Youth Foundation and on conducting a survey of research into youth problems. The Centre and the Foundation are now separate institutions and no longer within the competence of the CCC. As for the survey of youth problems which was finally completed in 1973, it has so far led to no follow-up action. The CCC thus feels it necessary to define an intergovernmental youth programme which may take its place side by side with the work of the two youth institutions, these being mainly designed to serve the interests of organisations run by young people themselves.

As for sport, growing political pressures and the undoubted impetus of the Sport for All movement have created a situation where the present improvised structures need thorough revision. The CCC has therefore decided to convene an ad hoc meeting of sports authorities, both governmental and non-governmental, in order to determine how the Sport for All programme may be further strengthened and whether a joint body of this composition might form the nucleus of a future "council for the development of sport", whose status would have to be settled by the Committee of Ministers.

At the same time, the Committee of Ministers, on the advice of the CCC, has accepted an invitation by the Belgian Government to hold an ad

hoc Conference of Ministers for Sport in the spring of 1975. The views of the conference will no doubt be an important factor in determining the future structures of Sport for All in the years to come.

Relations between the CCC and international non-governmental organisations

The place to be reserved in the CCC's programme for activities of international NGOs has been the subject of discussion for many years. When the CCC inherited the Cultural Fund in 1962, the latter was conceived as a sort of grant-awarding institution called upon to finance both intergovernmental and non-governmental activities. Previous annual reports have shown how, by arrangement with the European Cultural Foundation, the CCC gradually concentrated on financing the Intergovernmental Programme of the Council of Europe in the educational and cultural fields and left it to the Foundation to give financial support to non-governmental activities in the same field.

However, certain inconsistencies remained, particularly as regards youth, where the needs of organisations like the CENYC — created at the instigation of the CCC — gave rise to special financial problems. The establishment of the European Youth Foundation on 1 January 1973 has now relieved the CCC of responsibility for supporting such organisations.

Consequently, the CCC considered that the time had come to define more clearly its policy concerning relations with international non-governmental organisations with particular reference to the place of grants in these relations. The relevant part of the CCC's resolution is quoted below:

"The CCC recognises that co-operation with non-governmental organisations may make a valuable contribution to promoting European solutions to the common educational and cultural problems of member countries.

When drawing up its programme, it will therefore consider the advisability of commissioning work from NGOs recognised as competent in subjects under study. Moreover, in suitable cases, it may offer grants to NGOs which desire, and are qualified, to organise multinational, meetings on the conclusions reached by groups of experts, the objective being to secure the views of representative professional bodies and to stimulate fruitful discussion of its work among representatives of the teaching profession and other circles directly affected.

The CCC regrets, however, that as an instrument of intergovernmental co-operation it is not in a position to award outright grants to NGOs according to the practice of certain international foundations. Its support for NGOs must be restricted on the one hand to a fair remuneration of commissioned studies which deal with priority problems covered by its programme and are of real assistance in the implementation of the latter,

and on the other hand to a financial contribution towards the cost of NGO meetings on priority subjects determined by mutual consent and which will make a direct contribution to a programme activity.

In such cases, the meetings will include representatives of the CCC or of one of its organs and arrangements will be agreed for passing the conclusions to the Directorate of Education and of Cultural and Scientific Affairs.

The CCC would also point out to its permanent committees that it might be in their interest *a.* to take advantage of Article XIV and of the Rules of Procedure for committees of governmental experts by inviting observers from qualified NGOs to participate in discussions on certain points on the agenda of their own sessions, and *b.* also to invite them to attend meetings of groups of experts. This form of association would be a useful alternative to the award of grants for meetings held by NGOs themselves."

To sum up, it will be seen that the year 1973 has brought to a close a period of enquiry into the educational role of the CCC in a changing Europe. That this analysis has not resulted in the establishment of a full-scale European Office of Education will no doubt disappoint certain enthusiasts. None will contest, however, that the accent now placed on intensified co-operation and the corresponding strengthening of the resources of the Cultural Fund are in line with the views of recent conferences of European Ministers of Education and go some way towards meeting the wishes of the Consultative Assembly, as expressed in its Recommendations 567 and 649.

The next two years will reveal whether this process of intensification can be continued, thus fulfilling the aim expressed in the key phrase "progressively assume the role of a focus for educational co-operation in Europe". They will also reveal whether the CCC can "do for culture what its Opinion No. 10 has done in the field of education".

A. ORGANISATION OF EDUCATION

1. Pilot experiments in permanent education

The Steering Group on Permanent Education set up in 1972 at the 20th Session of the CCC has continued its meetings to study and assess ongoing national experiments whose educational implications go beyond national boundaries. This is one of the seven projects selected by the CCC for intensified co-operation.

The project is now in its second stage, following the initial stage which comprised the compilation of fifteen case studies on which the document "Fundamentals of an integrated educational policy" was based, and the intention is that the experiments currently being studied should be assessed according to the principles established in the "Fundamentals". The aim of the project is to discover whether there is a common ground between the various experiments (i.e. between the different levels of education), and whether the principles are practicable and are being applied, or, if not, where the discrepancy between principles and practice lies. The group's purpose is to work towards a comprehensive approach to education with the aim of avoiding the perpetuation in member countries of piecemeal reforms which do not conform to an overall pattern and might therefore be detrimental to permanent education.

In December 1973 a consolidated report (Doc. CCC/PE (73) 1 rev., 2 rev., 3 rev. and 4 rev.) was presented to the CCC on the first evaluation phase of pilot experiments. This phase involved six visits to institutions at pre-school level in Sweden, at primary and university levels in the United Kingdom, at secondary level in the Federal Republic of Germany and at adult education levels in France. The report provides a summary of the findings of the six experiments visited, and indicates possible refinements of the criteria for the evaluation of future experiments.

The report outlines principal factors required in the educational system to facilitate the development of the student's learning skills,

reasoning powers, individual aptitudes and creativity. It also indicates features which contribute to the development of equality of opportunity and of student autonomy and participation.

The report also proposes a new analysis guide which will, with additional contributions following the second series of visits, make it possible gradually to assemble the principal variables having an influence on the development of permanent education.

The eight pilot experiments selected by the steering group for the second evaluation phase are as follows:

— the pre-school experiments in France and social and cultural animation in the "Villeneuve de Grenoble";

— in-service training and work re-organisation in industrial undertakings in Norway and Sweden (industrial democracy);

— the Schools Council in the United Kingdom;

— the Jura Permanent Education and Cultural Animation Project and the Geneva School for Parents in Switzerland;

— folk high schools in the Netherlands;

— trade union training in Belgium;

— the new secondary school system for the 16-19 age group in Norway;

— socio-cultural development in the Apulia region in Italy.

It is hoped that tentative conclusions may be drawn from the consolidated report which will be prepared on the second phase of evaluation.

2. **Diversified development of tertiary education**

In 1972 a working party set up by the Committee for Higher Education and Research began a series of meetings to consider possibilities for curriculum reform and innovation in the structure and organisation of higher education. The five experts who make up the committee have continued this series of meetings (begun in France and Norway last year), and have received papers concerning the present and future organisation of tertiary education in the Federal Republic of Germany, Switzerland and the United Kingdom, including student guidance and counselling, and methods of encouraging curriculum reform initiatives. Particular national experiments in the countries under study have been examined in detail and various institutions have been visited; the working party is now preparing a report of its final conclusions for transmission to the next meeting of its parent committee in the spring of 1974.

3. Participation

A symposium was held in Brussels in November 1973 on the subject "Participation in education and education for participation". The delegates noted that the concept of participation varies according to the political and sociological context in each country. It was agreed that teachers were held back from the idea of participation by external constraints, by overwork and by lack of specific training for participation.

The remedies to this situation were seen as being an increase in the autonomy and decision-making power of teachers and an intensification of their involvement in programme planning and training in new subject areas and methods. Parents ought to be better prepared for participation, and television in particular could play an important role in this respect. So that the representation of pupils can be effective, school authorities ought to take account of their delegates' needs in terms of such matters as time, location and means of spreading information. The participants in the symposium expressed the view that when a system of co-responsibility is introduced into a school it is desirable to extend the system to all groups of the educational community, and not just the pupils.

The Council of Europe was invited to collect information on the different methods of co-responsibility and co-management successfully adopted in certain secondary schools in Europe, and to hold further conferences on the subject in due course.

Participation, in school and university education, was also taken as the main discussion theme at the annual meeting of educational non-governmental organisations held in November 1973; in the light of the interest aroused by discussion of this subject it was agreed that the same topic should be chosen as the theme for the 1974 meeting.

4. Admission to higher education

The question of admission to higher education, particularly with regard to *numerus clausus*, has given rise to extensive discussion over the year, and was one of the main topics dealt with at the spring meeting of the Committee for Higher Education and Research held in Nicosia.

Certain countries want to ensure that any person with proper qualifications can study at university level any subject of his choice, and some countries are bound by their constitution to do so. They therefore feel that there should be no *numerus clausus*. On the other hand, other countries consider it necessary to introduce *numerus clausus* for one or more of the following reasons:

— to maintain academic standards and efficiency in teaching and research;

— to keep within existing capacity limits;

— to avoid overcrowding in certain professional branches and unemployment amongst academically trained personnel;

— to make sure that the number of students entering higher education does not exceed the percentage planned by the national authorities;

— to keep in line with the educational priorities set.

It cannot be argued that *numerus clausus* is an exclusively national matter, because its introduction quite often has serious implications for the neighbouring countries.

The committee took the view that wherever the national situation necessitates the introduction of a *numerus clausus*, the following measures should be taken:

— The countries concerned should at least inform each other well in advance of the proposed introduction of any restrictive measures likely to have implications beyond their own borders;

— *Numerus clausus* should not be applied in such a way that it results in discrimination against foreign students;

— The authorities should examine closely existing facilities so as to ensure that they are being used to the fullest extent possible;

— Methods of determining future needs and predicting student flows should be improved; so too the system of student guidance and counselling.

Where student selection becomes unavoidable, the following considerations should be borne in mind:

— It is necessary to define objective selection criteria of which applicants are fully aware;

— Selection criteria might have to differ according to subject and discipline;

— Although in certain countries university autonomy in the selection of students has to be accepted as a fact, it would be desirable for the selection criteria applied to be roughly the same throughout the country. This would ensure that students in all parts of the country would have an equal chance when seeking admission;

— Some account should be taken of the student's motivation, his or her experience in professional life and the results of any psychological tests predicting the student's probable success or failure.

Member states should do their best to make sure that at least a certain percentage of the available places is reserved for foreign students, although

the exact percentage of places reserved might have to vary from country to country, from university to university and from discipline to discipline.

A recommendation containing a number of proposals concerning admission to higher education is being prepared, and the committee will be asked to adopt it in April 1974. Linked with this subject is the work on equivalence of qualifications which will form one of the seven intensive projects awarded priority in the CCC's programme for 1974.

5. **Education of the 16-19 age group**

The 16-19 age group, its educational needs and the organisation and methods required to meet them, formed the material for discussion at a symposium held in Dublin and attended by delegates from twenty member states of the CCC.

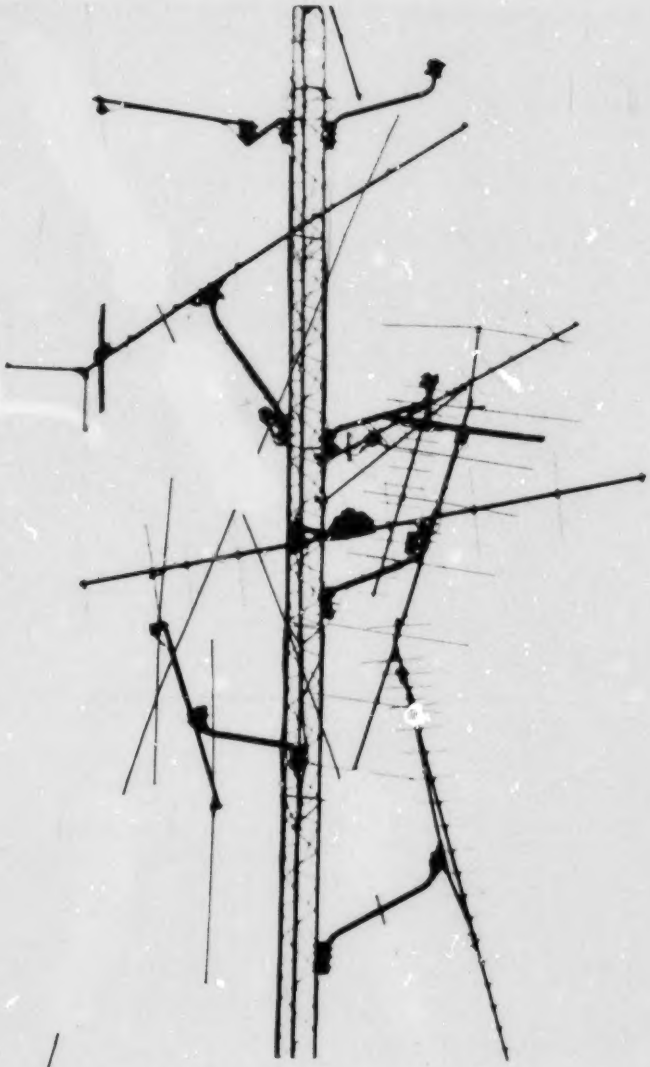
The education of this age group had also been one of the major topics of debate at the 8th Session of the Standing Conference of European Ministers of Education held in Berne earlier in the year, which had concluded by inviting governments to exchange information on new national trends in this field and by inviting international organisations to promote and pursue studies and research on the needs of the 16-19 age group.

Conclusions emerging from the discussion at the symposium were on the following lines:

The schools must concern themselves with the motives and aspirations of the majority of young people who are undermotivated and unsure about their educational goals. Bearing in mind the realities of the present day, they should discover what produces a feeling of involvement on the part of the student and then develop this along educational lines.

There must also be adequate opportunities for "second chance" education; the school must train the student to be as adaptable as possible, and concern itself with promoting the capacity for self-education in the student so that he can take advantage of the continuous, or at least recurrent, education which will become the norm in a rapidly changing technical world. In order to develop in the student the capacity to learn and to be sufficiently adaptable, he should have access to sources of information, and be encouraged to develop his creative powers and his critical faculties.

To achieve this goal, the teacher-student relationship should be that of leader and peer group, with the teacher recognised as the leader on the basis of experience and training. Student self-assessment should form a normal part of every student's education.



. . steadily increasing mass media messages.

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The development of a sense of responsibility could be furthered by the involvement of students in the administration of their institutions, in curriculum planning and by the students having a say in the relationship of their institutions with society. Conflicts between individualised learning and the development of the student's ability to adapt socially could be avoided by a proper balance between self-education and other forms of education such as group work.

Special attention should be paid to training students to cope judiciously with steadily increasing mass media messages, so that they can achieve an independent and critical attitude towards the use of these messages for their personal development.

Multiplicity of choice is an essential requirement for self-education. In this connection it is important to widen not only course-options but options *within* courses. The possibilities of switching in mid-stream from one option to another should be as readily acceptable as the notion of recurrent education.

A reform of the content of the syllabus, a reappraisal of teaching methods and fundamental changes in examination systems are essential in promoting real educational options and self-education. Teachers should come together to devise courses geared specifically to the needs of their students.

An open-ended type of education avoiding narrow specialisation is a necessary prerequisite for job mobility. Commerce and industry also have their part to play in helping young people to develop the skills needed for specific jobs. It was suggested that admission of trainee technicians to higher education including the universities would necessitate reforms both in technical and higher education, bringing both sectors into closer harmony of attitudes and aims.

To facilitate educational planning and policy, participants considered it necessary to:

— set up information centres in order to give schools up-to-date information on the manpower market;

— have long-term planning in order to anticipate manpower requirements, with flexibility to allow for ever-changing needs. Research in the area of manpower forecasting should receive more support from the governments. Co-operation between schools and the commercial and industrial sectors, on the one hand, and between interested bodies at national and regional level, on the other hand, would improve the content of courses and training methods.

It was thought likely that individualised teaching would encourage student involvement and participation in the educational process. However, it was stressed that provision of education outside the context of school is a problem which resists any kind of ready solution because it has so many facets.

Nevertheless, the possibility should be examined of providing state or local authority subsidies for groups which form outside formal education arrangements. A structure should be devised for the appointment of persons suited to act as intermediaries between society and fringe groups. There should be active co-operation between established youth services and education authorities in providing informal learning experiences.

Finally, it should be recognised that many informal groupings are characterised by such virtues as loyalty, fidelity to group norms, and obedience to group authority. Advantage should be taken of the existence of these virtues in attempting to devise informal education which might possibly have direct appeal to such groupings (Document CCC/EGT (73) 3; 21).

6. Modern language learning

The greater part of the work in the field of modern language learning in 1973 has taken place in the development of the project for a unit/credit system for modern languages in adult education. A committee of experts from seven countries has been entrusted with a programme of research under the supervision of Mr J. L. M. Trim, assigning to a full-time research worker the task of preparing a model for the operational specification of adult language learning objectives, and the subsequent illustration of this model by detailed description of the content of the "threshold" level (or initial general competence level) in English.

Following discussion of an interim progress report, the committee of experts asked the research worker, Dr Bung, to prepare a specimen study of the structure of a language unit, in terms of the component modules for a waiter in a small hotel dealing with English-speaking tourists.

In June a symposium was held at St Wolfgang, with eighteen member countries of the CCC represented, and the concept of the scheme was discussed in detail, together with issues relating to its development and implementation, and the waiter case study prepared by Dr Bung (report: EES/Symp. 57.10).

The symposium accepted the scheme, as outlined, as a firm conceptual basis for the construction of a European language learning system for adults, and approved the essentially functional approach of the committee of experts as particularly appropriate in this context.

It was agreed that the fundamental aim of the project must be to emancipate the adult language learner by placing at his disposal a multi-faceted learning system adapted to his own needs and objectives. The apparatus would have to be sufficiently flexible to apply to different local situations. In defining the needs of the learner, full account would have to

be taken of the socio-cultural context of language learning and of the fact that learners may be unaware of their own real needs, and so require creative counselling. It was noted that language learning by underprivileged groups (such as migrant workers) particularly requires encouragement.

Adult language learning policy should be based on accurate information concerning the language needs of society as well as those of individuals, and to this end regular analyses of language use and needs should be made, in the form of national censuses, enquiries into regional and social group needs, and intensive studies of linguistic interaction in particular groups. Existing arrangements for the co-ordination and dissemination of information on relevant research should also be strengthened. Following the recommendation of the symposium an interdisciplinary working group was set up for this purpose. The symposium welcomed the decision of the Austrian Government to include in its micro-census programme 1974-75 questions relating to adult language learning, and noted, in view of the lack of information available on this subject, that it would be extremely useful if member governments could consider carrying out similar investigations.

The development of integrated multi-media learning systems was seen as a major objective in the implementation of the scheme; the project may in fact have the potential to develop into a pilot experiment for multi-media systems in a broader context and may prove to have far-reaching implications for a unit/credit framework of education.

The project will next move into a phase of controlled experiments in which prototypes of multi-media courses can be designed and tested. During 1974 the specification of the threshold level will be brought to completion and discussions will take place with experts in educational technology on the application of multi-media teaching strategies. Contacts will be established with bodies ready to co-operate in organising pilot experiments (in 1975-76) to test the feasibility of the system, and a continuing programme of information collection on adult language needs will be developed.

7. Compensatory education

The fifth symposium in a series sponsored by the Educational Research Committee of the CCC was held at Ghent in September 1973, on the subject of compensatory education for the socio-culturally disadvantaged. Researchers and administrators from sixteen member states took part. The symposium centred mainly on pre-school and primary education, and accounts were given of various research projects in this field being conducted in Belgium and the United Kingdom.

A broad measure of agreement existed amongst the participants with regard to the emphasis that should be placed on the importance and value of pre-school education. It was hoped that a greater measure of individualisation could be achieved in teaching, although it was readily recognised that there existed no miracle method which would be effective in all circumstances. The discussion groups found difficulty in defining the concept of socio-cultural handicap in view of the growing reluctance to accept middle-class standards as the norm. Children from the lower social strata were not necessarily handicapped; rather they were different. Those that had been described as being socio-culturally handicapped were by no means small minority groups. Pre-school programmes should be carefully devised to meet certain clearly defined situations, but these programmes should be designed so as not to hamper the spontaneity of the child and not to accentuate social class differences. The participants believed that a gigantic research effort is called for, to be accompanied by a like effort in the field of teacher training. Investment by governments at the pre-school level would carry a valuable return in terms of national development.

The symposium suggested that the Council of Europe should work towards establishing closer links between the various national projects in this field so that each country can benefit from progress made by others.

B. CURRICULA, CONTENT, SUBJECTS

1. Interdisciplinarity in the teaching of secondary school subjects

Interdisciplinarity has been the subject of two sets of discussions in the course of the year. A group of experts met to examine aspects of an interdisciplinary approach to the teaching of human sciences, and preparations were also begun for a symposium to be held in the United Kingdom in September 1974 on the subject "An interdisciplinary approach to the teaching of natural sciences at the secondary level".

In the field of human sciences, the Committee for General and Technical Education recommended the commissioning in 1974 of six articles on interdisciplinarity, to be prepared in France, Belgium, the United Kingdom, Sweden, Turkey and the Federal Republic of Germany. Particular attention will be paid to the requirements of the 11-16 age group. A consolidated report will be prepared from these articles by the end of 1974, and early in 1975 it is intended to hold a 4-day meeting of experts from each member state of the CCC. Finally, a governmental symposium on the subject "The implications for teacher training of an interdisciplinary approach to the teaching of the human sciences" is planned for 1976. The experts agreed that this subject involved very important considerations, but that these could not be defined effectively until a rigorous study had been made of the possible areas of the curriculum where interdisciplinarity would be fruitful.

The following themes were selected as the starting point for the study of interdisciplinarity in the natural sciences for the symposium to be held in 1974:

— research and experiments in interdisciplinarity in the area of biological and physical sciences, in relation to the teaching of mathematics (France);

— present efforts in Germany to establish and teach integrated science courses for the 10-12 age group;

— review of progress made since 1969 towards an integrated science education (Sweden);

— teaching of natural sciences in secondary classes within new curricula in the Canton of Berne, and reform of the training of lower secondary school teachers (Switzerland);

— British experience of an interdisciplinary approach to the teaching of natural sciences.

2. The functional and cultural relevance of adult education

Organisation, contents and methods of adult education have been the subject of several meetings of experts over the year, and this field has been selected as one of the CCC's seven topics for intensive development.

On the basis of preliminary reports prepared in 1972 (CCC/EES (72) 110, CCC/EES (72) 134) two major studies — dealing with *a.* the identification of key qualifications with a view to building unit/credit systems, and *b.* the implications of occupational flexibility for adult education — are being prepared under the supervision of a group of experts dealing with the functional and cultural relevance of adult education. The essential aim of the group's work is to make proposals for structuring adult education as an integrated part of permanent education. Discussions of the completed studies will take place early in 1974.

Apart from drawing up the preliminary outlines of these studies, the group has begun the preparation of a colloquy to be held in 1974, within the framework of the intensive project, on trends towards the self-management of education. Self-directed learning and participatory structures are considered central issues for the organisation of adult education as an integral part of a permanent education system, and one of the objectives of the colloquy will be to draw the attention of the public and the decision-makers to the practical implications of the type of organisation which this system could offer.

3. Co-ordination of curricula

The Committee for General and Technical Education has set up co-ordinating groups to assess its previous activities and to propose projects to be carried out in the main sectors of its programme.

The Co-ordinating Group for Curricula has met to discuss the 1973 programme and the draft programme for 1974, and to make proposals for the period 1975-79. The group emphasised that curriculum development

could not be considered in isolation from such important issues as permanent education, the democratisation and individualisation of education, pupil motivation, examinations and developments in educational technology. As national educational budgets are unlikely to continue increasing at the same rate as in recent years, it is necessary to ensure the best possible returns from investments in education.

It was agreed that, having regard to recent concentration on upper secondary education, the main project on curricula to be undertaken in 1975-76 should be concerned with curricula for pupils in the 11/12 to 15/16 age range, and should examine basic questions, such as differentiation of curricula for various groups, curriculum balance and the grouping of individual subjects in interdisciplinary fields of study.

The committee suggested that particular attention should be devoted to curriculum planning for the children of migrant workers, and recommended a three-phase plan for the study of this problem. At the request of the committee, detailed proposals are being drawn up for the two projects on curricula for pupils in lower secondary education and special complementary curricula for the children of migrant workers; guidelines are also being prepared for the co-ordination of curricula for general education on the one hand, and technical and vocational education on the other, and it is hoped that the cross-fertilisation of ideas and techniques between these two branches of education may yield useful results.

The committee has reviewed the results of activities in a wide variety of subject areas, and confirmed its view that these have been of considerable value to governments and educational circles in the member states. The committee intends, for the future, to concentrate on the general question of the balance of the various subjects and the introduction of new elements of knowledge into the curriculum.

4. The early learning of a modern language

In November 1973 a governmental symposium was held in Wiesbaden, with all twenty-one member states represented, to discuss the results of the latest research into the early learning of a modern language, to review national experiments in this field and to make recommendations accordingly to the CCC and member states. The discussion (report: CCC/EGT (74) 10) covered modern language teaching in both pre-school and primary education.

There was basic agreement among the participants that modern language work can contribute to the general education of the young child, and can enable him to develop a positive attitude towards other ways of thought and other cultures. Priorities cannot be the same in all countries, however, and European countries differ widely in their assessment of the

appropriate stage for the introduction of a modern language; the planning of the early introduction of language learning has to take into account the specific needs of each country and the resources available.

The fears sometimes expressed about the harmful effects of the early introduction of a modern language were considered unjustified in the light of experimental findings. On the other hand, it was stressed that the teaching of a modern language to young children will fail if continuity is not ensured throughout the whole age group concerned and into the post-primary stage. Consequently, it was recommended that an early start to modern language learning should take place only when conditions exist which guarantee:

i. continuity throughout the whole period of early language learning;

ii. effective links at the earliest possible stage between this and the post-primary stage, and

iii. continuity at the post-primary level.

In the preparation of material, full account should be taken of the fact that it will be used by non-specialist teachers. As far as possible the teaching should be undertaken in daily sessions of between 20 and 40 minutes according to the age of the children and the availability of qualified staff. A clear distinction should be made between temporary short-term measures to ensure the continuation of existing projects for early modern language learning, and the larger-scale action required for future teacher-training.

The symposium made further recommendations as follows:

— There should be a permanent means of exchanging information on the results of research and experiments in the teaching of modern languages to young children in CCC countries;

— The Council of Europe should call on experts to undertake a critical review of ongoing experiments in early language teaching;

— International exchanges at school level should be extended and developed in order to increase motivation and to further mutual understanding among young Europeans.

5. Reform of the study of pharmacy at university level

A meeting was held of university teachers from seventeen member states to discuss present reform trends in pharmaceutical studies and to recommend principles and guidelines for the future. The debate was based on a document prepared by Professor K. Steiger-Trippi (Switzerland) on "Present and future pharmaceutical studies in the member states of the CCC" (CCC/ESR (73) 43).

The meeting noted that the profession of pharmacist had undergone a basic change; while the pharmacist used to be responsible for both preparing and dispensing drugs, these activities are now separate. The pharmacist has become more highly specialised, and has to be ready to assume a new responsibility in the form of providing doctors and their patients with information and advice on drugs and their use. Whatever field he is working in, the pharmacist will encounter administrative and organisational problems for which he should be properly prepared during his university studies.

In the light of these observations the following recommendations were made:

— The development of specialised pharmaceutical studies must be encouraged to give access to the following branches of the profession: retail pharmacy, hospital pharmacy and industrial pharmacy, clinical and microbiological sector (biology), academic career and administration.

— It is essential that undergraduate courses in pharmacy should consist of fundamental subjects for all pharmacy students together with orientation courses leading to the different branches of pharmacy.

— The role of the pharmacist is to act effectively as a specialist in the entire field of drugs and pharmaceutical products. He should also contribute to and promote the health education of the population and be able to act as consultant to the physician and to the public.

— There should be only one diploma for pharmacists, which in principle should enable its holder to gain access to all branches of pharmaceutical activities, although in practice a certain specialisation according to the chosen branch might take place.

— In order to acquire a diploma which can be widely recognised, students in pharmacy need to complete equivalent, although not identical, studies. The Council of Europe should promote the creation of an advisory European academic council whose task would be to advise the national authorities as to whether equivalence conditions are fulfilled by a particular course of study.

C. TRAINING OF TEACHERS

1. Research and reform in teacher education

A symposium held in Bristol in April 1973 brought together researchers and administrative officials from eighteen member states to discuss problems relating to the training of teachers in the light of research findings and administrative experience. Participants heard lectures on topics such as "From studying education to teaching a class: problems of transition", "The technology of teacher education" and "Research and change in teacher's education". The symposium papers were published in the *Information Bulletin* of the Documentation Centre for Education in Europe, No. 3/1973.

The main results of the research reviewed at the symposium may be summarised as follows:

— Teacher behaviour in the classroom is determined more by the institutional framework and less by teacher education. The educational attitudes of teachers which tend to become increasingly progressive at the university, tend to become increasingly conservative in the classroom.

— Taxonomical approaches as contained in certain principles of performance-based teacher education and in certain aspects of modern learning theory, could contribute to improving the content structure of teacher education.

— Each country should ideally have teacher education research units and councils for teacher education, the latter having the task of producing new learning materials and curricula, as is done by the British Schools Council.

— Teachers have to be prepared for foreseeable change in society and school. Present trends point towards a new system of post-compulsory education in which the now separated grammar school, technical college and university educations might be recombined in a variety of course networks. The distinction between class and subject teacher is becoming

obsolete. Teachers should undergo a basic phase of higher education together with youth leaders, social workers etc., followed by recurrent phases of professional education.

The director of the symposium, Professor W. Taylor of Bristol University, summed up the discussions held in the following words:

I believe that we have established a substantial measure of agreement on the following points:

First, students recruited to teacher preparation programmes should be of the highest quality; admission requirements should be similar to those for other professional schools, and there should be room for a proportion of mature entrants who have experienced the world of work beyond the classroom.

Second, there is no longer any reason for believing — if there ever was — that only certain personality types are suitable for training. Modern approaches to learning and teaching require the widest range of competencies, and it is not just the didactic extrovert who is needed in the classroom.

Third, the content of training programmes needs to be carefully planned in accordance *a.* with what is known about the process of learning and teaching, about the development of children, and about the relationship of education and society; *b.* within a context of recurrent teacher education, and *c.* in a way that ensures that the course as a whole is coherent and meaningful to the students.

Fourth, there needs to be a constant interpenetration of practical experience and theoretical discussion, both during initial training and beyond.

Fifth, the widest variety of approaches to the task is called for, making use where appropriate of, for example, performance based methods, micro-teaching, closed-circuit television, simulation, curriculum packages and so forth.

Sixth, teacher education needs the support of curriculum development agencies by means of which teaching materials can be devised and tested, and the outcomes of recent research in the human sciences incorporated into the training programmes.

Seventh, research concerning the structures, the process, the content and the outcomes of teacher education should be going on in every country, and there should be ways in which the information and understanding thus obtained can be fed back to the design and execution of the programmes themselves.

Eighth, attention should be given to the continued education and training of those who are involved in teacher education, and this should include provision for regular contact with research studies in relevant fields and with the teaching and learning process in the school classroom.

2. Training of teaching staff engaged in pre-school education

The initial and continued training of teaching staff engaged in pre-school education formed the subject of a governmental symposium held in Leiden in October 1973 (report: CCC/EGT (73) 22).

This was in fact a development from the recommendations regarding educational standards of pre-school teachers made at the Venice Symposium on the methods and problems of pre-school education held two years earlier.

Discussions in plenary sessions and working groups ranged over a wide area of subjects relating to the objectives, content and methodology of education as well as treating more specific questions concerning the value and adequacy of existing training courses for pre-school teachers. Attention centred on six major problem areas: recruitment, training and continued training, primary school, the training of lecturers in training colleges, the assessment of training courses and problems of equivalence.

The following summary highlights some of the basic ideas adopted at the symposium:

— The training of pre-school teachers should not begin before the end of secondary studies. Men and women wanting to become pre-school teachers should have the same possibilities for training open to them.

— The content of training courses should be based on a scientific synthesis of the contributions of the various human sciences. Specialists in all aspects of the life of young children (teachers, psychologists, doctors, social workers, parents) should be associated with the preparation of teaching courses. As far as possible, topics in these courses should be tackled in an interdisciplinary way.

— Continuing contacts should be developed and maintained between institutions engaged in the training of teachers at the pre-school level and research institutes. Important results of research should be used in the daily work of pre-school teachers.

— Students should be encouraged to link the various aspects of their training: theoretical, technical and practical. In this context, future teachers should have, as early as possible, a chance to meet and work with children. A part of the initial training course should be left to the free choice of the students, who should also be directly associated with the running of the training college.

— While not overlooking the indispensable role of psychology and pedagogics, participants were unanimous in insisting on the necessity of initiating future teachers in the social aspects of teaching. In this context, the problems of socio-cultural differences and the importance of language in all school activities should be given adequate consideration.

— Modern methods of group work (discussion techniques and the leadership of a group, possibly group dynamics) should be systematically used in order to accustom future pre-school teachers to co-operation with other specialists.

— Initial training should be considered as only the first stage of training, and there should be systematically organised continued training courses.

— For the harmonious development of the child and for the sake of continuity in teaching methods, there should be effective ties between pre-school and primary education. For this reason, levels of general training for pre-school and for primary education should be similar. A common phase allowing a change of orientation during the course of study should be organised for both levels. Also, future primary school teachers should receive training in pre-school establishments and future pre-school teachers should receive part of their training in primary schools. The training programme for pre-school teachers should deal with the objectives and methods of primary education.

— In view of the movements of families having children of pre-school age and exchanges of teachers between countries, problems of equivalence are becoming increasingly important. As a first step, a general list of diplomas and the academic level to which they correspond should be drawn up to enable the preparation of lists of equivalences.

Pre-school education has been selected as one of the CCC's seven intensive projects for 1974 onwards; the programme being put into effect provides for the exchange of information on experiments and innovations in member states, with the object of stimulating, supporting and making widely known all action which serves to promote the expansion of pre-school education and ensure that it becomes an effective instrument for social justice and an integral part of permanent education.

3. Continued training of teachers

For the first time, in May 1973, national correspondents from member states met to discuss the outline of a permanent system for the exchange of information and experience between the various countries and institutions responsible for the continued training of teachers.

The correspondents examined possibilities for organising, within a systematic plan, the participation of teachers of member states in continued training courses provided by other states or by national and European centres;[1] themes for short- and long-term programmes in the field of continued training and exchanges of teachers were also proposed.

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1. On this subject see also Section F. 1.

As a first step, the Council of Europe should prepare and keep up to date, with the assistance of national correspondents who can provide information on national and regional bodies, an inventory of the centres and institutions dealing with the continued training of teachers in Europe. The inventory would then be submitted to the Committee for General and Technical Education and subsequently to the next meeting of the national correspondents to be held in 1974.

Since 1971, short training courses organised for national teachers have been opened to teachers from abroad in four member states, namely Austria, the Netherlands, Switzerland and the United Kingdom. The meeting stressed the success of these courses and recommended that other member states should participate in this scheme. The Federal Republic of Germany has since responded to this appeal. It was recommended that the Secretariat, in co-operation with national correspondents, should compile a list of specialists in different fields, indicating also their operative languages, who would be available to take part in such courses and conferences in various member states.

Complementing the committee's activities in this field a study on "New policies for the training of teachers" should be ready in the course of 1974. Dealing with both initial and continued training of teachers, it should outline the present situation in member countries as well as their reform plans, and analyse the new trends in the training of teachers.

With regard to guidelines for a long-term programme covering the years 1975-79, the meeting agreed to select the following areas as priority themes:

— the benefits which teachers faced with change and innovation may derive from continued training;

— modern methods of and approaches to continued training;

— the contribution of action research to the continued training of teachers.

Further meetings of national correspondents are expected to be held, but not necessarily on an annual basis. Meetings are planned for 1974 and 1976.

4. European status for modern language lectors

The steadily increasing numbers of lectors going abroad makes it necessary to take action to regulate their status both in the sending and receiving countries. Analysis of the problems attached to the status of lectors might also serve as a model for other categories of university staff. With this aim in view a group of experts met in 1973 to draw up lines of agreement. As a result, a catalogue of principles governing the status of

lectors abroad has been outlined, and a further meeting will be held to finalise its terms early in 1974. Questions being taken into account include the role and status of the lector, the qualifications required, selection and recruitment, teaching obligations, leave, promotion at home, level of salaries, promotion abroad, pension rights and social security.

A study on the present situation of lectors has been commissioned, and it is hoped to finalise a European agreement on the status of lectors by the end of 1974.

D. EDUCATIONAL TECHNOLOGY

I. Multi-media systems

A steering group of the CCC is responsible for supervising a three-part programme on the development of multi-media systems. One part of the programme is concerned with prospects of co-operation in this area generally, the second with the implementation of pilot projects in specific fields, and the third with the evaluation of the systems initiated.

Within the framework of the first part of the programme, preparations were made in 1973 for a preliminary study of prospects and problems regarding co-operation in multi-media systems. A governmental symposium was also held on the use of multi-media systems in school education, with the object of examining the implications of developments in this area for specific cases (report: CCC/EGT (73) 2). As a result, the following recommendations were made:

— The use of media calls for the collaboration of highly qualified teachers; as such use increases, the teacher's role should change radically and he should become a stimulator of interest, an organiser and guide rather than a "dispenser of knowledge"

— Media are most effective when used in combination rather than in isolation, as they should interact upon one another; they should be used, as far as possible, as part of a system, each of the media corresponding to a specific range of educational objectives, depending on the nature of the pupils.

— Initial and in-service training in the use of media are essential to obtain a favourable attitude on the part of the teachers and to encourage them to use these new aids in their classes; teachers should become familiar with the possibilities afforded by new educational techniques and should have both a hand in devising and producing these aids and an opportunity of assessing them. In this way, the indifference or resistance of teachers to the media could be considerably reduced.

— Teachers should be encouraged to use media creatively. Both they and those responsible for producing teaching aids should carry out numerous experiments on the use of media for large classes, small groups or individualised instruction, in a variety of teaching situations.

— The projection of a film, the viewing of a television broadcast, or any other audio-visual message in class should be followed by a series of questions and free discussion. In order to clarify ideas and make teaching effective, an exchange of impressions between teachers and pupils, among pupils themselves, and between classes, is essential.

— Any intensive use of multi-media systems and educational technology would be unthinkable without ensuring feedback and continuous assessment of the results, in the light of the aims pursued. Assessment may be carried out in different ways: by duplex systems, multi-choice questionnaires, individual or group questioning. Teaching machines and programmed material provide further assessment possibilities. Teachers in traditional schools are not trained for such tasks and should be assisted by specialists (psychologists and sociologists), until they themselves become familiar with and initiated in these subjects.

— It is not enough for audio-visual material to be of good quality in order for it to be widely used; it has also to be made easily accessible. In many countries media are still stocked in centralised resource centres and for that reason are difficult to obtain. Regional centres must therefore be set up to provide an efficient and dynamic service for schools and urban communities.

— Frequently material is difficult to handle and deteriorates rapidly; this discourages school users, however well-disposed. Furthermore, equipment is so heterogeneous that it is frequently impossible to use one type of software on another type of hardware. Standardisation of equipment is absolutely essential, as is full and objective information for teachers on developments and on the possibilities afforded by new technologies.

— In many countries, excessive amounts of funds and equipment are allocated to "model schools" which conduct pilot experiments, though such experiments can rarely be extended to the school system as a whole. It would be more useful to conduct more realistic experiments, which would produce findings and solutions from whose application the entire school system could benefit.

— Although the need to introduce new technologies is universally recognised, their actual impact on education is still very slight. One of the major reasons for this is the high cost of the material, which limits the quality and quantity of production. Many countries also produce individually material which could be produced collectively.

— If co-production, already begun under Council of Europe auspices, were practised on a greater scale, production costs could be considerably

reduced and quality improved. This could lead gradually to the standardisation of curricula and equivalence of qualifications and, in the long term, would make for greater mobility of teachers and pupils throughout Europe.

Pilot projects being studied in the second part of the multi-media system programme are in the fields of modern language learning, out-of-school mathematics, and (from 1975) ecology and environment.

In March 1973, the CCC adopted a recommendation prepared by a special group of experts on the question of the establishment of an "Inter-university Institute for Tele-Teaching". The CCC agreed to inform the Committee of Ministers that the establishment of such an institute would be both useful and feasible. Its functions (which would not include teaching) would be as follows:

1. information, documentation and collection of materials;

2. organisation of meetings and training courses;

3. co-ordination, initiation and organisation of research and of comparative and evaluative studies;

4. co-ordination of the development of multi-media distant study systems.

The recommendation indicated that the institute could, for a relatively small financial investment, play an extremely important part in promoting the development of good quality distant teaching materials in the member states as well as laying the foundations for eventual common European production of materials in particular subject areas.

The Committee of Ministers ordered a further study of costs and location to be prepared by the end of 1973, and, in the course of 1974, will consider the possibility of setting up such an institute on a European basis.

2. Objectives of technical and vocational education

Technical and vocational education has been selected by the CCC as a project for intensive co-operation. A co-ordinating group set up by the Committee for General and Technical Education prepared the proposals for the project, which include as priority areas for study:

1. Technical and vocational education for the 16-19 age group in the light of occupational mobility;

2. The diversification of technical and vocational education;

3. The unit/credit system in technical and vocational education.

The group defined the objectives of the project as follows:

— to analyse the various types of occupational mobility and ascertain what conditions are capable of fostering them;

— to consider how and to what extent these conditions can be achieved through technical and vocational education;

— to examine what implications the achievement of such conditions will have for the aims, structures and contents of technical and vocational education as well as for the assessment of pupils' performance, the forms of examinations and the training of teachers in that sector;

— to study the problems that arise for technical and vocational education at the European level with regard to occupational mobility, and to find the most appropriate solutions;

— to draft recommendations to European governments with a view to concerted action being taken in this field and to draw up proposals for other intensified co-operation projects as may seem necessary or desirable in the light of the studies carried out in connection with this first project.

A symposium on the objectives of technical and vocational education held at Santa Cruz de Tenerife in April 1973 and attended by delegates from all member states of the CCC brought to light a number of factors likely to affect future work on the project (report: CCC/EGT (73) 17).

The symposium identified three main types of technical and vocational education in Europe:

— Secondary technical education, i.e. education in which the accent is placed on transfer possibilities and which leads to a diploma (equivalent to the *baccalauréat*, school-leaving examination, *maturità*, *Abitur* etc.). Students leaving this kind of education may require supplementary practical knowledge, which may be obtained either through further, specifically technical, training or through a course in industry.

— Technical vocational education — in which the accent is placed on the vocational aim, and which leads to technician status. The students leaving this kind of education may require further general and scientific knowledge to gain admission to education at a higher level.

— Vocational education — again the accent is placed on the vocational aim, but here with a view to the student's immediate entry into active life as a skilled worker or "white-collar" worker.

The idea that technical and vocational education and general education are alternative forms of education was rejected: they are two components of the same educational system. A complete education to meet the needs of modern society should include humanistic, scientific and technological components, the proportions of which will vary according to the objectives of the course of study.

In addition to having the general aims of all forms of education, technical and vocational education should provide its students with practical and theoretical training, enabling them to acquire professional skill through the development of their personal capacities.

It was stressed that in the "man-and-machine-system" approach, it should not be forgotten that the central position is occupied by man. The needs of the individual should come first in education, without however ignoring social and economic requirements.

As regards the "weighting" of objectives the following conclusions were reached:

— In secondary technical education aiming at transfer possibilities, the accent should be placed on scientific and technological aspects, as well as the understanding of social relations in the working world and notions of economics.

— In technical education aiming at immediate entry into active life, particular emphasis must be given to the knowledge and "know-how" required for the employment which the student intends to take up. This education should nevertheless provide education for human relations and an initiation into economics and organisation of work.

— In vocational education leading to a qualification for skilled workers or "white-collar" employment, a large part of instruction should be devoted to the development of the personality and to the acquisition of the skills required for the employment envisaged. It should also include preparation for psychological adaptation to professional life.

In a world in which man is confronted daily with technical phenomena and their applications, technology constitutes an important part of our civilisation and culture. All education should therefore deal to some extent with technological phenomena and their influence on economic and social life. Moreover, training in technical subjects, whether theoretical or practical, is just as valuable from the educational point of view as training in other so-called "general" subjects.

As regards the evolution of technical and vocational education, it should be seen as a living organism, continuously adapting to the needs of society at large and the needs of the individual members who constitute that society. It should henceforth prepare its pupils for a group of employments, rather than for one specific and highly specialised activity.

Finally, it was stressed that methods of teaching should allow individualisation, develop interdisciplinarity, promote team-work and, at the same time, train the pupil for self-education, which will eventually become indispensable to continued education.

E. RESEARCH CO-OPERATION

1. Educational research and development co-operation

The CCC's Committee for Educational Research, at its fifth annual meeting in June 1973, further discussed general issues of European co-operation in educational research and development. The meeting was attended by research directors and senior officials from seventeen member states and by observers from four international organisations.

A paper was presented on development trends in research over the next ten years in the fields of pre-compulsory, compulsory and post-compulsory education (DECS/Rech (73) 42). There was agreement that joint effort in the different countries concerned could provide better and swifter solutions to the problems to be investigated. Proposals for three to five projects of co-operative research are being drawn up for presentation to the next annual meeting of the committee.

The committee approved an experimental approach to co-operative research in the field of pre-school education. The project concerns the compiling of a catalogue of evaluation variables for empirical studies of pre-school programmes and their effects on child development. When this is completed, by the end of 1974, it will be offered to member governments as an instrument for analysis and comparison of their pre-school programmes. This exercise is complementary to the CCC's intensive project on pre-school education, to be launched by the Committee for General and Technical Education in 1974.

The Educational Research Committee also continued its programme of research symposia with one held in Ghent on the subject of compensatory education for the socio-culturally handicapped.[1]

A working party on general issues of European co-operation in educational research and development has begun an examination of ways

1. See also Section A. 7.

of improving such co-operation, and as a first stage six member governments are being asked to select important national research and development projects in which they would welcome closer collaboration with related projects in other member states. The principal researchers working on these projects will then be invited to come together at colloquies organised by the Council of Europe, to compare their methods and results and to discuss common problems.

It is hoped that the exchange of experience on these major national projects of educational research, development and innovation will reinforce the role of the CCC as a focus of educational co-operation in Europe by establishing a closer correlation between European trends and practical experiments being conducted in the member countries of the Council of Europe.

2. Colloquy of Directors of Educational Research Organisations

The second Colloquy of Directors of Educational Research Organisations was held in Paris in November 1973. The central topic under consideration was the role of the researcher — both as adviser to the educational policy-maker and as agent of innovation in the classroom. Participants were invited to study in detail seven case studies, some relating to the theme of the connection between research and policy, and others to that of the effects of research in terms of innovation in the classroom. Lectures were also delivered on these two subject areas.

A consensus of opinion emerged on various points, namely:

— There is a clear distinction between the policy field and the educational research field, the former being concerned with action and the latter (whether theoretical or active) essentially with knowledge. Research cannot, however, be conducted without financial support, and the financing of a research project is a policy decision.

— To avoid dangers of distortion of results through unconscious complicity between the research worker and the policy-maker, which will arise if research is placed directly at the service of a policy, research must be free in its methods, its conclusions and its publications.

— The research worker must also be able to intervene at the actual decision-making level since he alone is in a position to challenge the attitudes and stereotypes which cause the educational systems to lag behind general social developments. Fundamental research, like systems research, must be allowed to produce deviant models and to test them in a real situation; it must be able to form part of a system which tolerates variety. Research must be allowed to challenge coherently the system which is financing it.

— The central problem of innovation so far as educational policies are concerned would seem to be the relative ineffectiveness of innovation when it comes to be applied on a general scale. Experience in countries with centralised systems and in those with decentralised ones indicates that in the interests of educational innovation a balance must be sought between, on the one hand, local autonomy and creativity, and on the other, co-ordination and stimulation in a centralised structure.

— Structural changes need to be initiated at the centre if the right conditions are to be created for innovation, but they are insufficient in themselves to bring about a change in attitudes.

— Participation by teachers in the production of innovations from the outset is essential. An innovation produced outside the actual conditions in which it is to be applied is liable to be completely unsuitable.

— Only if an innovation is produced in actual conditions is it possible to observe how it has developed and what changes it entails in the behaviour of teachers and pupils. Action research, which establishes a close partnership between teachers and research workers at local level, is therefore the most efficient means of producing innovation.

— In spite of the wide variety in degrees of centralisation to be observed in the policy-making structures of European countries, the same problem arises in each case — that of reconciling local autonomy in central stimulation, co-ordination, planning and assessment. A body of co-ordination and stimulation on the lines of the English Schools Council struck many participants as being noteworthy in that it enables teachers to participate in all stages of innovation. A combination of this type of arrangement with structures of a more centralised kind, such as those in Sweden or France, enabling training centres to be organically associated with innovations, would seem to offer prospects of maximum effectiveness.

— The colloquy unanimously gave support to the idea (proposed by the first Colloquy of Directors of Educational Research Organisations in 1971) of setting up a European centre to co-ordinate and encourage research and innovation of common interest.

All the papers delivered at the colloquy will be published in the *Information Bulletin of the Documentation Centre for Education in Europe*, No. 1/1974.

3. Co-operation between research libraries

The Committee for Higher Education and Research is investigating areas of possible co-operation between research libraries in Europe. In preparing its future activities, the committee has available to it the expert advice of the European Association of Research Libraries (LIBER) set up

in 1971 with the support of the CCC. In 1973 a lump-sum grant was made to LIBER towards the organisation of a meeting on the acquisition of publications from Africa and Asia.

Meetings of experts were also held to discuss the usefulness of preparing a convention on the international loan of books and exchange of photocopies among research libraries, and to prepare further discussions on the problems of thesis publication and inter-library exchange of theses.

It was agreed that a recommendation to governments might in fact be as effective as a convention, and would be more flexible. Discussions are therefore proceeding along those lines, and possible courses of action are being examined with regard to such practical problems as those of postal and photocopying charges.

The topics recommended as the most appropriate for further investigation by the committee were the following:

— the role of the Central Research Library within the university;

— the organisational management of a research library;

— the problems relating to exchange of research library staff among research libraries in Europe;

— the co-ordination of scientific information in Europe.

During 1974, further information will be collected from European universities on the printing of theses and on systems for the depositing of library copies and the use made of them; a larger scale meeting of experts will be held subsequently to discuss the results.

F. EXCHANGE AGREEMENTS

1. Higher education fellowship and teacher bursary schemes

Following an initiative of the United Kingdom, in the form of an offer of 50 European fellowships for post-graduate studies and a proposal for a multilateral European fellowship scheme, a system of fellowships has been set up under the auspices of the Council of Europe.

The fellowships are open to students from all CCC countries and will benefit particularly those countries not already linked by bilateral cultural agreements. The system is intended to promote the development in Europe of a community of learning and research, by means of encouraging young people of the highest calibre to spend from one to three years in an educational institution of another member country.

The selection of candidates and the detailed administration of the scheme is the responsibility of the participating governments; the role of the Council of Europe is restricted to one of general supervision, assistance with publicity, and periodic review.

The Governments of France, the Federal Republic of Germany, Italy, Sweden, Turkey and the United Kingdom have so far offered a total of 89 scholarships under the scheme.

The Council's bursary scheme for short-term training courses for teachers in other countries, set up in 1971, is meanwhile continuing to flourish, with 200 bursaries offered by the United Kingdom in 1973, 15 by Austria, 15 by Switzerland and 10 by the Netherlands. The CCC is financing the travel and living costs of 60 of the bursary holders. The Federal Republic of Germany has recently offered 45 bursaries for 1974-75.

2. Technical assistance schemes

The supply of technical aid to member countries of the CCC takes the form of four separate schemes, to assist Turkey, Cyprus and Malta.

In Turkey, the project for the development of modern language teaching completed its fifth year in 1973. The main components of the scheme are:

a. the sending of experts to Ankara to advise the Turkish Government on such problems as the preparation of school textbooks and the use of equipment, and

b. the sending of Turkish experts and teachers to take part in courses abroad.

In 1973, as in the earlier years of the scheme, six Turkish teachers participated in 10-month teacher-training courses in the Federal Republic of Germany, France and the United Kingdom. A stocktaking meeting will be held in 1974 to evaluate the results of the programme so far.

With regard to Cyprus, the object of the scheme is to enable Cypriot teachers of various disciplines to benefit from the facilities of teacher-training centres in other countries, particularly by following further training courses, with a view to taking up employment at the Pedagogical Institute of Cyprus which is at present being established. After an interval during 1973 the scheme will be resumed in 1974 with support for two Cypriot teachers to go to the United Kingdom for a one-year course.

In 1972, the CCC agreed to a request from the Government of Malta for an expert from the Committee for General and Technical Education to be sent to advise on equipment for workshops in technical and vocational schools. As a result, in 1973 an investigation was carried out by Mr P. Schleimer, who submitted a technical report to the Committee for General and Technical Education in response to an urgent request for assistance in improving technical and vocational education in Malta. This request was discussed by the CCC at its session in December 1973, when it was noted that the forms of assistance most urgently required were the provision of equipment and the secondment of instructors to assist in training courses of teachers, as recommended in Mr Schleimer's report (CCC/EGT (73) 7).

The CCC reaffirmed its sympathy with the request from Malta and adopted a resolution inviting its member governments to respond sympathetically to the report's recommendations or to any specific requests for assistance addressed to them by the Government of Malta, either directly or through the Council of Europe as intermediary.

The CCC also prolonged its financial support for the five-year plan to enable Malta to provide facilities for sport for the masses.

3. Co-operation with non-governmental organisations

In order to keep non-governmental organisations in the field of education abreast of the CCC's work, and to explore areas where they might be associated with the work or might follow it up within their own

circles, annual meetings are held of representatives of some 40 organisations dealing with all branches of education. These meetings serve both to give the CCC Secretariat an opportunity to explain the trends and results of the CCC's programme and to build up contacts between the participating organisations.

A two-day meeting was held in November 1973, with the principal theme of "Participation" (see also Section A3).

Token grants are also awarded to NGOs in specific circumstances. In view of the present financial stringency, and the determination of governments to consolidate the programmes of intergovernmental organisations, the award of grants to NGOs in 1973 was subjected by the CCC to stricter criteria than hitherto (see Introduction).

G. MOBILITY AND EQUIVALENCE

1. Equivalence of diplomas

The Committee for Higher Education and Research has agreed to regard the theme "Equivalence of qualifications" as its first priority, in the belief that wider mutual recognition of qualifications in Europe is an essential condition for the mobility of students and teaching/research staff, and of qualified manpower in general. In view of the increasing political importance of greater mobility, this theme has been adopted by the CCC as an intensive project.

The Committee for Higher Education and Research has concentrated its attention on questions of academic equivalence, and during 1973 the subject of the equivalence information system has been the focus of discussion.

At its session in April the committee took the view that for the present the creation of a rigid, multilateral system of equivalences based on the subject, duration and level of studies would neither be feasible nor desirable. Instead, bilateral equivalence arrangements should be encouraged and institutions of tertiary education should be given as much freedom as possible in granting recognition of foreign diplomas or periods of study spent abroad on the merits of each individual case. Students leaving to go abroad should be able to obtain information, through the mechanisms for student counselling and guidance, on possibilities of recognition. Gradually, some system of multilateral equivalences should be evolved, based not on a detailed comparison of course contents, but on an evaluation of the level of attainment. Attempts to achieve a certain standardisation in the computerisation of personal files for students should be encouraged.

Subsequently, at a meeting of a working party on equivalence of diplomas, held to pursue the committee's recommendations, it was agreed that member states of the CCC should be urged to proceed with the setting up of national equivalence information centres.

The working party also prepared a list of the data concerning a student's previous performance which should be made available to the authorities concerned should he wish to continue his studies abroad.

The improvement of the present system of equivalence information was further discussed at a meeting of national equivalence experts from eleven member states, held in September 1973.

Delegates considered a report entitled "The organisation of a European information system for the purpose of recognising studies pursued abroad" prepared by Mr P. Berckx (CCC/ESR (73) 45).

After discussion the following conclusions were drawn up:

— National equivalence information centres should collect documentation on the situation outside the CCC areas, as well as within it; they should also help each other to do so and they should correspond directly (not through diplomatic channels) with each other and with the Council of Europe;

— Documentation should be sent in the original language. Wherever possible, translations or summaries in English, French or German should be made available;

— The Council of Europe should assist the centres by reproducing and translating interesting material;

— Representatives of the national centres should act as national liaison officers for equivalence matters; they should meet regularly;

— As far as possible the material collected should be presented in a standardised way (the meeting discussed a number of details);

— All countries should make sure that their legislation does not hinder bilateral equivalence arrangements in any field of study; in no field should it be legally impossible to recognise a foreign diploma;

— Students wishing to go abroad should be entitled to ask their university for a file or other form of record of their previous studies including a certain minimum of information;

— Texts of certificates, degrees and diplomas should be more explicit, mentioning for instance specialities chosen;

— National equivalence experts should be involved in the future talks about the interpretation of the Convention on the Equivalence of Diplomas leading to Admission to Universities.

At its session in December 1973, the CCC, at the request of the Committee for Higher Education and Research, approved and forwarded to the Committee of Ministers the following recommendation:

"The Council for Cultural Co-operation,

Considering the urgent need to improve the present system of information on equivalence of qualifications in Europe;

Having regard to the recommendation made to it by its Committee for Higher Education and Research after continuous study of the problems involved,

Strongly recommends the setting up of a competent centre or service in countries where national equivalence information centres or services do not yet exist.

The role of such information centres or services would be:

— to collect and provide up-to-date and reasonably detailed information on *national* institutions of upper secondary and higher education;

— to make the information so collected available to similar information centres in other countries which are signatories of the European Cultural Convention, and to the Secretariat of the Council of Europe;

— to collect and provide at least a minimum of information on *foreign* education systems (including the objective assessment of foreign qualifications and existing equivalence arrangements) and in particular on those of the signatories of the European Cultural Convention."

H. DOCUMENTATION AND PUBLICATIONS

1. EUDISED project

The EUDISED (European documentation and information system for education) project has continued its programme aimed at improving co-operation in educational documentation by setting up mechanisms for the exchange, on a European scale, of input and output material between computer-based documentation services. The EUDISED thesaurus and the EUDISED format make up the basic software required for this purpose.

Under the supervision of Mr J. Viet, the EUDISED Steering Committee's Chairman, work on the multilingual thesaurus progressed during 1973 to the stage where the English-French-German version was ready for commercial publication, which is due to take place in 1974. The thesaurus comprises some 2600 descriptors in English, French and German arranged in an alphabetical list, with a faceted list in which each descriptor appears with its corresponding broader terms, narrower terms and related terms. The descriptors were proposed by groups of experts from the United Kingdom, France, Belgium, Switzerland, the Federal Republic of Germany and Austria, and have been checked against existing thesauri such as that of the US Educational Resources Information Centre (ERIC) and the OECD Macrothesaurus on economic and social development. Each language is treated as equal, and there are equivalences for each descriptor in each language. In this way, a standardisation of the documentary language in education in Western Europe suitable for computer processing will be achieved.

In the course of 1974, a Spanish version of the thesaurus will be prepared by a group of Spanish experts with the assistance of Mr Viet, and work has also begun in Brazil to establish a Brazilian documentation and information system for education based on EUDISED.

In October 1973, the report of the Working Party on EUDISED Formats and Standards prepared by its Chairman, Mr R. E. Coward, London, was published, together with two studies: *Draft EUDISED*

Format by Mr J. E. Linford, London, and *Character Sets and Character Representation for the EUDISED Network* by Mr R. Bernhardt, Frankfurt (EUDISED standards, format, character representation 1973 — Documentation Centre for Education in Europe).

The working party agreed that a format should be used which would cover both book and non-book material, in view of the increasing importance of audio-visual media in education. The format was also required to allow for the effective interchange of bibliographical information on magnetic tape within a network in which various computers might be used. The ISO standard (ISO/DIS 2709) was therefore adopted, and it was agreed that the EUDISED format should be worked out in the framework of MARC II, developed jointly by the US Library of Commerce and the British National Bibliography, and accepted by most continental libraries.

Discussions were also begun in 1973 on the possibilities for implementing the EUDISED system. It appeared that a growing number of educational information and research centres had gained computer access, and that the majority of them would be ready to accept both the EUDISED format and the thesaurus. This would make it possible to build up networks in which each centre would hold only its national or special field data and would exchange its discs with all the other centres in the network, as is already the case in various fields of science and technology.

The aim of the 1974 work programme is to test, mainly in the field of educational research and development, the instruments as so far developed; 13 institutions in member states will be involved in laboratory experiments for this purpose, and a number of supporting studies will also be undertaken.

2. CCC publications

In order to disseminate information about its work, and thereby fulfil its declared objectives of influencing decision-makers and promoting innovation, the CCC has identified three main categories of target readers for its publications:

1. educators or professional cultural circles;
2. experts in specific fields;
3. senior officials or planners.

To this end it has been agreed that four types of publications should be used:

a. periodical information to keep educators etc. abreast of European educational and cultural problems;

b. publications of broad interest for innovation (the "Education in Europe" series);

c. specialised studies for limited circulation free of charge;

d. major reports to prepare the Conference of European Ministers of Education.

Direct contacts with national associations, institutes and journals are also about to be used to publicise the results of the CCC's work.

The review *Education and Culture* appeared in three issues in 1973 as in previous years, publishing original articles on the CCC's ongoing projects and aiming at attracting the attention both of the public and of persons professionally involved in educational and cultural circles. From 1 January 1973, following the termination of the previous system of co-operation with the European Cultural Foundation, the CCC assumed full responsibility for this review. The CCC also agreed that its form should be expanded to some extent, so that the results of selected studies produced under its auspices might be described in broad terms.

The *Information Bulletin of the Documentation Centre for Education in Europe* was also produced in three issues, with the object of presenting fuller documentary information on the results of the principal meetings and conferences organised in the framework of European co-operation.

The *Newsletter* appeared in its customary six bilingual editions over the year, providing information, for the benefit of innovation centres and planners, on educational reform and development measures taken in the member states.

As in previous years, material on subjects of sufficiently broad interest to justify a wide circulation (series "Education in Europe") was issued directly by the Council of Europe for distribution free of charge in member states, or for sale through its official sales agents. These and further specialised publications ("companion volumes") appeared under the titles listed in appendix B.

3. Other publications concerning CCC activities

During 1973, various volumes were produced by commercial publishers or public authorities as an outcome of CCC activities.

One of the more significant of these is *L'après télévision* by R. Wangermee and H. Lhoest, recently published by Hachette in the series "Les Grands Rapports". It is hoped that other editions in different languages will be produced later. This work is, in fact, a revised synthesis of the exploratory studies carried out in the preliminary stage of the

Cultural Development Programme on Communication. The studies concern future forms of television, including consideration of satellite and cable systems and the nature of the "video-industry" in its various aspects.

The annual report of the CCC for 1972 mentioned an important colloquy on the prospects of cultural development in Europe held at Arc-et-Senans (France) in April of that year, which was attended by a number of prominent futurologists and research workers. The conclusions of this meeting have now been published in French by SEDEIS (Paris) as a special issue of the review *Analyse et prevision*.

The Belgian Ministry of Education and Culture (French section) has recently published in its series of booklets *Cahiers JEB* (Jeunesse, éducation populaire, bibliothèques publiques) a study by Mr G. Mugglin on the subject of children's leisure, with particular reference to the questions of equipment and "animation". A German edition under the title *Freizeitstätten für Kinder und Familien* has been published by *Pro Juventute* of Zürich (Switzerland). This study was commissioned by the CCC in 1971; an English edition will shortly be published directly by the Council of Europe.

In Italy, an edition of the report by H. Janne and L. Geminard on *The Educational Needs of the 16 to 19 Age Group* has been produced by Armando Armando Editore as part of a series of publications on education and politics. This study was originally prepared for the seventh Conference of European Ministers of Education held in Brussels in June 1971. It should also be mentioned that the Spanish Ministry of Education, besides issuing a number of CCC documents in Spanish for internal distribution, has published the study by M. Robert Lefranc on *The Contribution of Audio-visual Media to Teacher Training* (No. II.12 of the series "Education in Europe") in a Spanish edition.

Finally, authorisation has been given to national reviews in several member countries to quote passages or chapters from CCC publications, where appropriate, after translation into the local language.

I. CULTURAL DEVELOPMENT

1. Cultural development in European towns

Fourteen towns were involved during 1973 in a project which involves making a joint systematic study of their cultural policies, with the object of rationalising these policies and maximising the effectiveness of their implementation. The towns concerned are: Akureyri (Iceland), Annecy (France), Apeldoorn (Netherlands), Bologna (Italy), Esbjerg (Denmark), Exeter (United Kingdom), Krems (Austria), La Chaux-de-Fonds (Switzerland), Lüneburg (Federal Republic of Germany), Namur (French-speaking Belgium), Örebro (Sweden), Stavanger (Norway), Tampere (Finland), Turnhout (Flemish-speaking Belgium).

The project is constantly expanding, with additional towns showing interest and contributing to it.

A meeting of experts was held in Apeldoorn to provide an opportunity for exchange of views between the persons responsible for cultural policy in the participating towns, and to bring them into contact with the researchers in the scientific teams engaged in the project in order to make an assessment of the experiments carried out so far.

The originality and value of the project lie to a large extent in the variety of scientifically observed experiments within it; the participants at the meeting agreed, however, that for the purpose of presenting the findings and bringing out similarities, more precise information should be collected from the towns concerned on the present state of their cultural activities, so that this would be included in the next interim report. From this a revised analysis grid for presenting the results will be devised. The results of the experiments will be disseminated through the Conference of Local Authorities and by the national associations of mayors, which will be invited to the closing meeting to be held in Austria in 1975.

2. Socio-cultural facilities and their animation

In January 1973, national correspondents and other experts met to discuss questions concerning socio-cultural animation, with a view to improving the circulation of information on this subject and establishing a groundwork of conceptual definitions in readiness for a symposium on the status and training of socio-cultural animateurs.

The participants agreed that the true socio-cultural animateur requires both a general and a specific training. This has to be mainly "on the job" training, and is distinct from the training necessary for persons in related posts such as adult educators or directors of cultural centres. It was also agreed that socio-cultural animation should form a basic element in any cultural policy; it was considered that although the subject is intrinsically linked with that of permanent education, it is an operationally distinct area.

The symposium will be entitled "Training in animation, aptitudes and skills" and will be held in Belgium in the autumn of 1974.

3. European art exhibitions

The 15th Council of Europe Exhibition, to be held in Brussels on the theme "Popular arts and traditions" has been postponed for budgetary reasons from its previously scheduled date in 1974 to the summer of 1975; the organising committee noted that the delay may be productive in allowing more thorough preparation of the event, particularly with regard to the contribution of television.

The aim is to foster a general growth of awareness and participation in the cultural democracy of Europe, by means of radio and television as well as traditional exhibition forms.

The committee intends that the event should operate at three levels:

1. the exhibition (in four museums) of
- objects and documents,
- audio-visual material,
- plays or events illustrating popular life;

2. the showing, on television, of sociological aspects of the problems posed by the transition of a civilisation from a rural state to an advanced industrial one;

3. encouragement of ethnographical museums in the member states to mount local presentations of documents illustrating the themes of the exhibition.

The two main themes will be "Marriage" and "The mask and its traditions".

The Committee for Out-of-School Education and Cultural Development at its meeting in November 1973 noted that the programme of art exhibitions and related manifestations was at present the only activity of the CCC specifically concerned with the diffusion of European expressions of culture in their traditional, living and future aspects. The committee hoped that other activities covering a wider field of culture, in the broadest sense of the term, could be added to this sector of the programme.

4. Cultural management and statistics

In 1969 an ad hoc committee of governmental representatives recommended to the CCC priority areas to be included in its cultural programme; they stressed the need for investigation and refinement of analytical tools for working out rational cultural policies, as well as research and documentation in this area.

As a result, in order to assist governments and local authorities to plan their policies more effectively, statistics on cultural expenditure by public authorities are being collated, and data are also being compiled on aspects of cultural activity, with particular reference to the five areas of the cinema, music, those engaged in the arts, reading habits and books, and the theatre.

In December 1973, a colloquy on cultural expenditure was held to bring researchers and decision-makers in this field into direct contact with each other and to analyse the situation in particular member states. A consolidated report (CCC/EES (72) 63) on pilot studies of financial data undertaken in France, the Netherlands and Sweden was discussed, along with studies of expenditure prepared on the same lines, in Switzerland (CCC/DC (73) 68), Belgium (CCC/DC (73) 69) and Italy (CCC/DC (73) 118), and papers on the situation in Norway and Sweden.

The colloquy recommended that the programme of work on cultural expenditure should be closely linked with that on cultural statistics. It is intended to prepare a report summarising the national studies and formulating a methodology which will take into account the findings of the research conducted for this purpose.

As regards cultural statistics, the exploratory studies carried out in 1972 were continued in a modified form during 1973 with a view to the subsequent publication of a handbook setting out principles for collecting and presenting the statistics required in order to work out cultural policies in certain fields in a more rational way.

5. The critical reading of audio-visual languages

The understanding of audio-visual languages formed the subject of a colloquy held at Leicester in September 1973. This was in accordance with the long-term objective that the CCC should provide governments with information and criteria to form a basis for defining policy concerning audio-visual communications media. The CCC's programme for cultural development includes the study of ways of developing a visual education and of problems related to mass-media research. At the colloquy, researchers from universities and broadcasting organisations from seven member states examined some of the problems facing mass communications research, especially those arising from the study of the understanding of television messages, and possibilities for closer co-ordination between the findings of research on this subject and cultural policy-making.

One of the starting-points of discussion was the fact that several research projects on comprehension conducted in different European countries have concluded that television news is generally not well "understood", and that many people appear not to understand even the most elementary concepts used in news bulletins. The reasons for this may be contained in factors governing the encoding of the message, and in the relationship between those factors and the factors that surround the decoding process. The difference between understanding and the ability to verbalise is often ignored. To avoid inaccurate results on this account, research projects on the understanding of television messages need to include a wider range of subjects than the customary comprehension tests, which deal more with memory and retention than understanding. One group perceives a message in a different way from another group, and the perception of either of these groups will also differ from that of the producers. It was agreed that there is no reason to take uniformity in perception and understanding as a goal, but it was nevertheless thought important to understand the causes of differing interpretations, in the hope that, as a result, communication processes may eventually become better adapted to social reality.

Knowledge of the coding and decoding in the making and understanding of television programmes is as yet too imperfectly conceived to allow for the elaboration of a "pedagogy" for viewers and producers. In any case, the multiplicity of audiences for a programme would suggest that a single model would be inadequate — mass communication may be a contradiction in terms.

The need for close analysis of communication influences is increasing. For instance, in what different ways do people in different cultures and sub-cultures categorise their experience? How are objects and experience presented and are they likely to take different meanings? These are questions still to be tackled.

It was recommended that a further meeting should be held, involving television producers, with a view to developing some form of training for them, not only in the semiology of programme-making but also to familiarise them with the variety of ways in which a programme can be understood by the viewer.

The cultural development programme also takes into account the enormous potential of television to provoke a new approach to the arts, and activities have been directed towards encouraging creativity in this area.

Thus a meeting of experts was held in June 1973 on the subject "Arousing artistic sensibility and creativity in young people by television", at which a critical examination was made of *L'oeil apprivoisé*, a series of programmes made by *Télévision Suisse Romande* with the object of stimulating creativity.

Two studies on subjects in this field are to be prepared in 1974.

6. Sport for All

The CCC at its session in December 1973 agreed that as a development towards the working out of a truly co-operative system in the field of "Sport for All" an ad hoc advisory meeting should be held in 1974 of governmental and non-governmental representatives.

This is an attempt to rationalise the hitherto piecemeal consultations held between governmental and non-governmental sports organisations and is seen as an interim measure in view of current plans to hold a Conference of European Ministers responsible for Sport in Brussels in 1975. This conference was proposed by the Belgian Government, and has been agreed in principle by the Committee of Ministers. The object is to consider, at the highest level, what actions should be taken to promote a co-ordinated development of "Sport for All". The definitive structures to be set up for future co-operation in the sports sector will be a question to be decided by the Committee of Ministers.

Part of the "Sport for All" programme is concerned with establishing co-ordination of scientific research in the sport sector. Directors of seven major research institutes, participating at a working party held on this subject, agreed that the first steps towards common planning would have to be in achieving a certain degree of co-ordination of information and documentation. To this end, proposals for setting up a network of specialised centres were agreed. The results of the measures taken will be reviewed in 1974.

Another major section of the "Sport for All" programme concerns the rationalisation of choices in regard to sports policy. In 1972, an outline of a methodology for rationalising sports policies was drawn up by Mr B. Castejon (Spain) (CCC/DC (73) 7). In 1973, governmental consultations took place on this matter, and in 1974 a meeting will be held of representatives from those countries wishing to pursue research in this field.

J. YOUTH ACTIVITIES

1. Youth and social change

1973 saw the production of a study entitled *Youth and Social Change — A Methodological Review of European Youth Research 1960-70*, as one of the companion volumes in the "Education in Europe" series. This is the work of Dr H. Kreutz (Austria), commissioned after a symposium held under the auspices of the CCC in 1969, on the subject "Youth and participation". The object was to pursue the discussion at the symposium by surveying the present state of theory, the various research methods being used and any research results which might be useful in policy-making.

Dr Kreutz's findings indicate that progress made so far in this branch of social research is unsatisfactory, in ways which he sums up as follows:

"Investments in research on youth questions are small and such research as is done is not always of a high standard. Often sociologists follow a false working hypothesis from the start and do not pay enough attention to methodology. This branch of research is interrelated with others. Circumstances have combined with the requirements of users to bring discussion down to a very low intellectual level, with attention focused on mundane matters."

A colloquy was held in Baden in October 1973 to discuss the report and to plan possible ways of developing the assessment so far made by extending it to further fields of study. Other questions discussed were the status of young people in society, the possibilities for improving their participation, the factors which affect the process of value acquisition by the young and the definition and scope of youth policy.

There was no agreement as to whether youth constitutes a separate social class or stratum. However, participants agreed that in the transitional phase of youth the young person starts to create his own status, his own

social position, and that recent changes in the formal legal status of young people have had little effect on their real social status. This distinguishes the present situation from previous periods when status was determined by family or social background. A distinction was made between student youth which is more intellectually appreciative of social and political problems, and working youth which is, as a rule, relatively conservative, and quite often uninvolved in political and social issues.

As for the process of value acquisition by young people, it was generally agreed that this is strongly influenced by social origin, which again affects educational and occupational choices. School can and does, on the other hand, counterbalance social origin and thus promote equality of opportunity.

The participants felt that decision-taking bodies in youth policy are often reluctant to engage in innovation. They therefore tend to provide funds for those youth organisations that are strongly organised and reflect existing structures. The decision-making bodies should find ways and means to stimulate innovation in youth work, which often means giving support to experiments and rather unorganised forms of community life of young people.

During the debate on youth policy, there was fairly general agreement that any realistic policy in this field has to be placed in the framework of a broader social policy. Youth policy was defined as a range of measures and activities undertaken by different authorities at different levels of government or in different institutions with the aim of continuously improving the individual and social well-being of young people in a changing society.

In the traditional concept of youth policy, the decisions are made by officials in the adult power structure at several levels of government and administration. The same applies to the pyramidically structured youth organisations. An effective youth policy should strengthen the democratic decision-making within the diverse youth organisations and institutions and accept youth participation on the basis of a division of power between responsible adults and responsible youth.

The need for the formulation of comprehensive research projects covering the essential issues of youth policy was stressed. Research should play a specific role at every essential level of the decision-making process. It should not only be related to facts and findings, but also to action and participation. New ways of disseminating the results of research have to be developed. New approaches are needed in youth research, they should be developed along the lines of the triangle: youth — researchers — decision-makers. Centres of information should be created to help young people to have access to the nature of ongoing projects, their results and practical consequences.

2. Youth programme

As indicated in the annual report for 1972, responsibility for the field of youth has been taken over by the European Youth Centre and the European Youth Foundation, which are now, as institutions, independent of the CCC.

These institutions were, however, created for the benefit of youth, whereas there is at present no governmental work programme on the basis of which a dialogue between governments and youth organisations can be developed. The CCC thus approved preparatory measures for reviving its programme in the youth field. Provision has been made for a meeting of experts to discuss the setting up of an information centre for research into youth questions, and for the appointment of an expert to be responsible for an explanatory study of the participation of young people in social structures. This will involve consultations with non-governmental youth organisations and discussions on the division of future work to be carried out in collaboration between those organisations and the European Youth Centre. The other main theme suggested for possible future inclusion in the programme is "The rights and responsibilities of the young".

APPENDIX A

List of symposia organised in 1973 by the Directorate of Education and of Cultural and Scientific Affairs

The use of multi-media systems in school education (General and technical education)
(Munich, 18-24 January).

Research and reform in teacher education (Educational documentation and research)
(Bristol, 8-13 April).

The objectives of technical and vocational education (General and technical education)
(Santa Cruz de Tenerife, 24-30 April).

A unit/credit system for modern languages in adult education (Out-of-school education)
(St Wolfgang, 17-28 June).

The education of the 16-19 age group (General and technical education)
(Dublin, 17-22 September).

Education for the socio-culturally handicapped (Educational documentation and research)
(Ghent, 24-28 September).

The training of teaching staff and of others engaged in pre-school education (General and technical education)
(Leyden, 8-13 October).

The early teaching of a modern language (General and technical education)
(Wiesbaden, 12-17 November).

Education for participation (General and technical education)
(Brussels, 19-24 November).

APPENDIX B

Reports, publications and material for display

I. Basic texts

European Cultural Convention (1954).

European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953).

European Convention on the Equivalence of Periods of University Study (1956).

European Convention on the Academic Recognition of University Qualifications (1959).

European Convention on the Protection of the Archaeological Heritage (1969) and explanatory report.

European Agreement on Continued Payment of Scholarships to Students Studying Abroad (1969).

CCC and Cultural Fund — Basic texts.

II. Documentation and periodicals published in 1973

General

Annual report of the CCC — 1972.

Education and Culture, review of the CCC and of the European Cultural Foundation, Nos. 21, 22 and 23 (published three times a year in separate English and French editions). [1]

Information Bulletin of the Documentation Centre for Education in Europe, Nos. 1-3/1973 (published three times a year in separate English and French editions).

Newsletter/Faits Nouveaux, information on educational developments in member countries, Nos. 1-6/1973.

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1. A German edition of the review is published by Europa Union Verlag, Bonn. It is obtainable directly from the publisher (Stockenstraße 1-5, Postfach 643, D-53 Bonn).

EUDISED:

- The use of ERIC tapes in Scandinavia, searching with Thesaurus terms in natural language, by B. V. Tell (DECS/Doc (72) 15) (English only);
- A study of the role of categories in a Thesaurus for educational documentation, by D. J. Foskett, M.A., F.L.A. (DECS/Doc (73) 8) (English only);
- Thesauri in educational documentation — Differences in use between Thesauri and Classification Schemes, by W. F. de Regt (DECS/Doc (74) 2) (English only);
- EUDISED — Standards, Format, Character Representation 1973 (126 pages).

Committee for Educational Research, 5th meeting, 14-15 June 1973, Summary report (DECS/Rech (73) 52).

Second Colloquium of Directors of Educational Research Organisations, Paris, 7-9 November 1973 — Working papers (100 pages).

Educational Research Policy in European Countries 1973 — Survey (169 pages).

Committee for Higher Education and Research

The Carnegie reports and their relevance to higher education in Europe (CCC/ESR (73) 101), by Jack Embling.

Changes in higher education in France since 1966 (CCC/ESR (73) 102), by Jean-Claude Eicher.

U 68 and the structure of higher education in Sweden (CCC/ESR (73) 103), by Erland Ringborg.

Proposed European Institute for the promotion and development of multi-media distant study systems in higher education — report on a programme of work for the first phase, and detailed financial estimates (CCC/ESR (73) 65), by William Prescott.

Meeting of experts on "The reform of the study of pharmacy at university level" (CCC/ESR (73) 69).

Fourth meeting of national equivalence experts (CCC/ESR (73) 70).

Closed-circuit television in universities. Reactions and attitudes of professors and students (CCC/ESR (73) 85), by Michael Schmidbauer.

Activities carried out by the Committee for Higher Education and Research (CCC/ESR (73) 89).

Access to university careers in the member states of the CCC (CCC/ESR (73) 94), by the *Association Europe Université*.

Courses of study in the engineering sciences at comprehensive universities in the Federal Republic of Germany (CCC/ESR (73) 30), by L. Vogtmann.

Teacher education within the framework of comprehensive higher education in the Federal Republic of Germany (CCC/ESR (73) 29), by Heinz Kunle.

The concept of the comprehensive university (*Gesamthochschule*) in the Federal Republic of Germany (CCC/ESR (73) 19), by Professor Heinz Draheim.

Admission to higher education and the *numerus clausus* (CCC/ESR (73) 13), by Professor Dr Mirjan Gruden.

Working Party on Equivalence of Diplomas — final report (CCC/ESR (73) 8), by Miss Barbara M. L. Steiger.

Linguistic problems of adult migrant workers and socio-linguistic problems of migrant workers' children being educated in the host country (CCC/ESR (73) 6), by Albert Verdoodt.

Student participation in university management (CCC/ESR (73) 2).

Report of Symposium (1972) on "Non-linguistic aspects of modern language teaching at university level" (CCC/ESR (73) 1).

Equivalences in post-secondary education (CCC/ESR (73) 60), by Raoul F. Kneucker.

The organisation of a European information system for the purpose of recognising studies pursued abroad (CCC/ESR (73) 45), by Paul F.P.H. Berckx.

Meeting of experts on the standardisation of computerised personal files for students (CCC/ESR (73) 44).

Survey of present and future pharmaceutical studies in the member states of the CCC (CCC/ESR (73) 43).

Committee for General and Technical Education

Reports of co-ordinating groups:

- Technical and vocational education — Strasbourg, 8-9 January 1973 (DECS/EGT (73) 7);
- Pre-school and primary education — Strasbourg, 10-11 January 1973 DECS/EGT (73) 2);
- Curricula — Strasbourg, 12-13 March 1973 (CCC/EGT (73) 6);
- Secondary education — Strasbourg, 2-3 April 1973 (CCC/EGT (73) 11);
- Assessment and guidance — Strasbourg, 4-5 April 1973 (CCC/EGT (73) 12).

The use of multi-media systems in school education — report, Munich Symposium, January 1973 (CCC/EGT (73) 2).

The objectives of technical and vocational education — Santa Cruz de Tenerife Symposium, April 1973: Introductory report: CCC/EGT (72) 32; Report: CCC/EGT (73) 17.

The education of the 16-19 age group — report, Dublin Symposium, September 1973 (CCC/EGT (73) 21); reports of working groups (DECS/EGT (73) 52).

The training of teaching staff and others engaged in pre-school education — report, Leyden Symposium, October 1973 (CCC/EGT (73) 22).

Meeting of national correspondents for the continued training of teachers — Strasbourg, May 1973: report (CCC/EGT (73) 16).

Meeting of experts on the co-production of teaching materials for physics — Helsinki, May 1973: report (DECS/EGT (73) 31).

Meeting of experts on interdisciplinary studies — human sciences — Strasbourg, May 1973: report (DECS/EGT (73) 33).

Meeting of experts to examine the problems of specialised training for teachers responsible for the education of migrant workers' children — Strasbourg, May 1973: report (CCC/EGT (73) 13).

Meeting of the advisory group for the production and distribution of teaching material — Vienna, June 1973: report (DECS/EGT (73) 34).

Meeting of experts to take stock of modern language activities — Strasbourg, June 1973: analysis of replies to questionnaire (CCC/EGT (73) 15): report (DECS/EGT (73) 44).

Out-of-school education

i. *Permanent education*

Consolidated report on the evaluation of pilot experiments (1st phase), presented by Mr B. Schwartz, Project Director (CCC/EP (73) 1 rev., 2 rev. 2, 3 rev. and 4 rev.).

ii. *Adult education*

Continuing education for adults, by J. J. Scheffknecht (CCC/EES (73) 32).

Strategies for the structural organisation of adult education within a permanent education framework, by Dr Werner Clement (CCC/EES (73) 31).

Continuing education for adults in the context of permanent education, by Pierre Dominice (CCC/EES (73) 35).

Research and development programme for a European unit/credit system for modern language learning by adults, progress report by J. L. M. Trimm, Project Director (CCC/EES (73) 26).

The specification of objectives in a language learning system for adults, by Dr Klaus Bung (CCC/EES (73) 34).

Contribution of multi-media teaching strategies to the implementation of a unit/credit system in modern languages, by Michel Kuhn (CCC/EES (73) 21).

Feasibility study on the collection of adult education statistics, by J. A. Simpson (CCC/EES (73) 1).

iii. *Educational technology*

Evaluation techniques of multi-media learning systems, by Mrs N. McIntosh (CCC/TE (73) 13).

Prospects of co-operation in multi-media systems development, prepared by the Secretariat (CCC/EES (73) 17).

Cultural development

Cultural accounts

Cultural accounts in Switzerland, by Mr E. Weibel (CCC/DC (73) 68).

Official cultural accounting in Belgium — Methods of approach to the subject, by J. Nizet and M. Abitbol (CCC/DC (73) 69).

Cultural expenditure — Methodology of French study on cultural expenditure by central government departments in 1969: Colloquy, Paris, 3-4 December 1973 (CCC/DC (73) 109).

Analysis of cultural accounts as an instrument for the preparation and implementation of municipal policy, by Mr J. Verpraet (CCC/DC (73) 114).

Cultural expenditure — Research into cultural accounts in Italy, by Mr L. Benadusi: Colloquy, Paris, 3-4 December 1973 (CCC/DC (73) 118).

Cultural decentralisation

Cultural decentralisation — Report of a seminar: France, Netherlands, Sweden, United Kingdom, United States, by Mr R. Findlater (CCC/DC (73) 113).

Local authorities

Experimental study of the cultural development of European towns — Esbjerg, Örebro, Stavanger, Tampere, by Mr H. Swedner (CCC/DC (73) 24).

Communication (new audio-visual techniques)

British local radio to 1973, by Mr R. Postgate (CCC/DC (73) 77).

Cable television in France — A new medium, by Mr J. P. Dubois-Dumée (CCC/DC (73) 94).

Cable television in France — Experiments in video-animation, by Mr J. P. Dubois-Dumée (CCC/DC (73) 95).

Television and participation, by Mr B. Groombridge (CCC/DC (73) 98 + Corrigendum).

New communications technologies and their uses, by Mr E. Ploman (CCC/DC (73) 111).

Creativity (Aesthetic dimension)

The organisation of private culture industries and their influence over the contents and form of cultural products, by A. Silbermann (CCC/DC (73) 53).

Relations between private culture industries and public authorities, by Mr A. Silbermann (CCC/DC (73) 54).

Sport for All

Rationalising sports policies, by Mr B. Castejón Paz:

I. Outline of a methodology (CCC/DC (73) 7);

II. The case of 'Sportlandia' — A scenario (CCC/EES (72) 65 rev. I).

Youth

The utilisation of social science research in youth policy — with particular reference to Great Britain since 1945, by Mr C. S. Smith (CCC/DC (73) 52).

III. Works published by, under the auspices of, or in collaboration with the Council for Cultural Co-operation

A. "EDUCATION IN EUROPE" SERIES [1]

SECTION I — HIGHER EDUCATION AND RESEARCH

The Teaching of Physics at University Level by W. Hanle and A. Scharmann (1967) 168 pages.

A survey on training in physics in the universities of the member countries of the Council for Cultural Co-operation, its present state and plans for the future.

The Teaching of Geography at University Level by J. Tricart (1968) — 90 pages, published by G. Harrap Ltd.

Detailed critical analysis of conditions in which geography is taught at university level in the various CCC member states and the place this subject occupies in higher education and society.

1. Works in this series, including companion volumes, can, except where otherwise indicated, be obtained free of charge on request from the Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67006 Strasbourg-Cedex, France. Since these publications exist in relatively small numbers, they are reserved in the first instance for those with responsibility in the education and cultural fields and graduates engaged in research.

All titles published by Harrap must be purchased either directly from the publisher (P.O. Box No. 70, 182 High Holborn, London W.C.1.) or from booksellers.

The Teaching of Economics at University Level by J. F. H. Roper (1970) — 288 pages, published by G. Harrap Ltd.

The Screening of Students by J. M. Daniels (1970) — 90 pages, published by G. Harrap Ltd.

Study of the quantitative and qualitative data on the results of school-leavers and of the process of selection as well as of the scientific and administrative problems posed by the methods of selection.

The Teaching of Mathematics at University Level by F. Fiala (1970) — 163 pages published by G. Harrap Ltd.

Comparative study of existing situation and trends, concentrating especially on comparing curricula with a view to establishing criteria for equivalence.

Companion volumes

Non-University Research Centres and their Links with the Universities — A report on the situation in Europe (1967) — 107 pages.

A survey of different types of research establishments, mostly scientific or technological, and their links with the academic world. The number and variety of these links is described in the report and its appendices.

Reform and Expansion of Higher Education in Europe (1967) — 264 pages.

Fourteen national reports on the situation of universities in member countries of the CCC. Common problems with different and therefore stimulating solutions.

European Research Resources: Assyriology by D. J. Wiseman (1967) — 32 pages.

Enquiry on teaching and research of Assyriology at universities in Europe: philological and archaeological study of ancient Mesopotamia, reconstruction of the rise and development of civilisation in the Near East.

European Research Resources: Radiochemistry (Nuclear chemistry) by Prof. J. P. Adloff (1967) — 56 pages.

Realistic picture of the present situation of research in nuclear chemistry and radiochemistry. Equipment — reactors and accelerators — in fifteen European countries as well as centres of nuclear chemistry.

European Research Resources: Radio-astronomy by J. E. Denisse (1967) — 36 pages.

After reviewing the present position of radio-astronomy in Europe, this study goes on to demonstrate that European research will have to call upon the technological potential in all countries if it is to retain its present advantage. A list of the principal Radio-astronomy Research Centres in Europe is appended.

European Research Resources: Geography by J. Tricart (1968) — 49 pages.

Analysis of the conditions of geographical research as determined by the nature of the subject; its organisation; posibilities of international co-operation.

European Research Resources: Photochemistry by Dr Martin Fischer (1970) — 162 pages.

Study based on a document discussed in 1969 by a group of photochemistry experts in Strasbourg. It gives the research situation in member states for this branch of science.

Mobility of University Staff by H. Lesguillons (1973) — 152 pages.

Study outlining the conditions required for an effective mobility policy for teachers and research workers. Describes the efforts of the Council of Europe, Unesco and the European Communities to secure such a policy.

Reforms and New Trends in Medical Undergraduate Education by U. Friberg (1973) — 158 pages.

Comparative study of the present situation at university level in nine member countries of the CCC.

SECTION II — GENERAL AND TECHNICAL EDUCATION

Pupil Guidance — Facts and Problems by M. Reuchlin (1964) — 370 pages.

Subjects chiefly dealt with: orientation and technical, economic and social progress; child guidance related to the immediate environment; child guidance and the general characteristics of school life; methods of guidance; the main stage of guidance.

Teacher Training by J. Majault (1965) — 212 pages.

Comparative study dealing with the recruitment, initial training and in-service training of teachers in primary, secondary, technical and vocational education in Europe.

The Observation and Guidance Period by Y. Roger (1967) — 140 pages.

An analysis of the main features of pupil observation and guidance in the different vertical and horizontal systems.

History Teaching and History Textbook Revision by O. E. Schüddekopf in collaboration with E. Bruley, E. H. Dance and H. Vigander (1967) — 258 pages. Out of stock. French edition still available.

Result of the work of four experts. Each chapter of this study is devoted to one particular aspect of history teaching demonstrating the gradual realisation of a sense of European unity.

Geography Teaching and the Revision of Geography Textbooks and Atlases by E. C. Marchant (1968) — 140 pages.

Results of the four conferences on removal of bias in school textbooks and their improvement. Contains chapters on Europe and its regions; type of maps needed for the most effective study of this continent; source material and toponymy; a summary of supplementary publications.

Examinations — Educational Aspects by A. Agazzi (1968) — 150 pages.

The problem of examinations may be considered as a common denominator of contemporary agitation in the universities and this work deals with examinations from the point of view of comparative teaching and future prospects.

The Place of History in Secondary Teaching by E. H. Dance (1968) — 126 pages, published by G. Harrap Ltd.

A comparative study based on reports presented by twenty countries at a course held at Elsinore.

School Systems — A Guide (2nd revised edition, 1970) — 300 pages, from Council of Europe Sales Agents listed at the end of the volume.

A survey covering general, technical and vocational education and teacher training, with figures and diagrams up to date to 1970.

The Countries of Europe as seen by their Geographers, compiled by E. C. Marchant (1970) — 197 pages, published by G. Harrap Ltd.

A collection of individual essays contributed by a geographer from each country described, prefaced by a general chapter on Europe and its regions.

The Teaching of Geography at School Level by E. C. Marchant (1971) — 195 pages, published by G. Harrap Ltd.

Essays on trends in geography teaching in each country, together with an analysis of the replies of governments to a questionnaire on such teaching at both primary and secondary level.

The Education of Young People in Europe by A. Petersen (1973) — 132 pages.

Description of and comments on new policies for the education of young people and trends in the education systems of European countries.

Education for Business and Administration by B. Rust (1973) — 152 pages.

Deals with particular features of business education, the history of its development and its place in the curriculum, in the context of the current demand for commercial education, to play an increasingly important role.

Companion volumes

Out-of-class Activities and Civic Education by P. R. Fozzard (1967) — 55 pages.

This work is in some respects an adjunct to the study of Mr Jotterand's

Presenting Europe to Senior Pupils which concentrated on classroom instruction. Its aim is to help teachers prepare schoolchildren for responsible adulthood in the modern world.

Towards a European Civic Education during the First Phase of Secondary Education by Yves Roger (1969) — 44 pages.

The work contains a number of useful pointers for teachers engaged in civic education at the lower secondary level. It completes the series of three studies in this field sponsored by the CCC.

European Curriculum Studies:

No. 1 Mathematics by Van Halls and D. Humphreys (1968) — 100 pages.

No. 2 Latin by E. P. Story (1969) — 49 pages.

No. 3 Biology by A. Saunders (1972) — 145 pages.

No. 4 Chemistry by J. J. Thompson — 124 pages.

No. 5 The Mother Tongue by Julia Marshall (1972) — 71 pages.

No. 6 Physics by W. D. Halls, P. Figueroa, R. J. Griggs (1972) — 106 pages.

No. 7 Economics by W. Bonney Rust (1972) — 107 pages.

No. 8 History by E. E. Y. Hales (1972) — 50 pages.

No. 9 Social and Civic Education by W. Bonney Rust (1973) — 152 pages.

Full accounts of teaching of these curricula in the upper classes of academic secondary schools.

Catalogue of audio-visual documents for the training of teachers (1970) — 196 pages. Out of stock. French edition still available.

This catalogue gives detailed information about film strips, slides, film and audio aids dealing with the following subjects: the history of education, the organisation of education, educational methods, child and educational psychology, teaching techniques, information on education and careers, special schools.

Report on films for the teaching of mathematics in Europe by P. Burgraeve (1970) — 120 pages.

An inventory of films on mathematics at present available which have been produced in Belgium, France, Ireland, Switzerland, the United Kingdom and Yugoslavia. It presents a wide cross-section, complete with commentaries, and deals with the direction of future research in the field of films for teaching purposes.

Technical and Vocational Education: Six Area Studies by D. Porter (1970) — 147 pages.

Comparative study of areas in six countries with particular reference to significant developments in curriculum, syllabus and teaching methods.

How to Visit a Museum by Pierre Rebetez (1970) — 186 pages.

Shows how museums and schools by uniting their efforts for teaching purposes can promote the development of the pupils' creative faculties.

The Educational Aspects of School Building (1971, English only) — 67 pages.

Sets out results of two international conferences, held in Austria and the Netherlands, attended by educators, administrators and architects.

The Educational Needs of the 16-19 Age Group by H. Janne and L. Géminard (1973) — 72 pages.

Studies, from the sociological and educational points of view, of the position of this age group, based on national reports provided by the Ministries of Education of the member states of the CCC.

Modern Languages in School by H. Neumeister (1973) — 74 pages.

Copiously illustrated study, of curricula, methods and trends in the teaching of modern languages in Europe.

SECTION III — OUT-OF-SCHOOL EDUCATION AND CULTURAL DEVELOPMENT

Leisure-time Facilities for Young People from 13 to 15 Years of Age (1965) — 104 pages, illustrated.

Survey made in co-operation between the CCC, the Dutch Foundation "Space for Youth" and Unesco. Includes a broad indication of the types of facilities which should be provided for young people as well as information on pilot schemes.

Training the Trainer — A suggested programme for general leaders of physical recreation and sport — Second edition (1966) revised and supplemented — 71 pages.

A programme of 100 hours' instruction in the training of part-time trainers (youth leaders etc.).

Workers in Adult Education — Their status, recruitment and professional training (1966) — 107 pages.

A pilot study outlining the concept of adult education and its present significance in Europe. It contains descriptions and comparisons of the factual situation in the six countries: Belgium (Flanders), France, Federal Republic of Germany, Netherlands, Norway, United Kingdom.

The Literature of Science Popularisation — A study of the present situation in member states of the Council for Cultural Co-operation by Jean Pradal (1969) — 105 pages.

After defining popularisation, the author comments on the various media resorted to: auditive visual, audio-visual and literary, concentrating particularly on the latter.

Today and Tomorrow in European Adult Education by J. A. Simpson (1972) — 219 pages.

A study of the present situation and likely future developments.

Companion volumes

Directory of Youth Organisations by J. Jousselin (1968) — 340 pages.

This volume with more than 1 600 youth organisations, both national and international, is intended for all those people, institutions and authorities involved or interested in youth activities.

The Organisation of Youth in Europe by J. Jousselin (1968) — 125 pages.

A comparative study in two parts, the first dealing with youth organisations (origins and objectives, evolution, diversity etc.) and the second with the organisation of youth (youth policy etc.).

The Responsibilities of Women in Social Life by A. Zucconi (1968) — 27 pages.

Pilot study, based on the documentations and recommendations given by nine countries. Active share of women in political life and professional activities; the role of women in the society and the family; associations for women etc.

Sport for All — Exercise and Health by P. O. Astrand (1969) — 34 pages.

First of a series of publications on this subject, it describes how physical training can provide a means of combating the ageing process and indicates how sport should be practised.

The Status and Training of Youth Leaders by G. Vessigault (1969) — 352 pages.

The publication summarises and supplements the results of the courses, takes stock of the situation in member countries and outlines themes of research with a view to finding solutions to common problems.

Public Supervision of Correspondence Courses — The Harmonisation of Legislation by Isaäc J. Sloos (1969) — 56 pages.

In the acquisition of knowledge which is essential to anyone who is not content to stagnate, teaching by correspondence plays an increasingly important role. Its development will call for the application of general regulations for the prevention of abuses.

Educational Leave — A key factor of permanent education and social advancement by R. Crummenerl and G. Dermine (1969) — 128 pages.

This study is the production of a research team. It presents a general survey of the legal provisions and the collective conventions or other agreements governing leave granted for educational purposes in sixteen countries participating in the activities of the CCC.

The Place of Education by Correspondence in Permanent Education by E. G. Wedell (1970) — 98 pages.

This study takes stock of the situation in member states. The author points out the countries which make use of correspondence courses and deals with the institutions providing them, as well as with the methods and the supervision and assessment of results.

Sport of all — Five Countries Report (1970) — 140 pages.

The second of a series of publications on Sport for All. The aim of this volume is to present an outline of the experience of five European countries (Federal Republic of Germany, Netherlands, Norway, Sweden, United Kingdom).

Sport for All — Physical activity and the prevention of disease by Dr Ph. Réville (1970) — 43 pages.

Studies, and presents facts and figures on, the beneficial impact of physical activity (especially non-competitive sport) on health.

Sport for All — Low-cost Swimming Pools (1970) — 84 pages.

Sets out general principles, and includes three specific studies by Dutch, Austrian and Swedish architects on a type of construction which will enable greatly increased numbers to benefit from swimming facilities.

Facilities for Cultural Democracy (1971) — 41 pages.

Presents the results of the 1970 Rotterdam Symposium on socio-cultural equipment of towns, in which architects, town planners, administrators, sociologists and educators participated.

Sport for All — Low-cost Sports Halls (1972) — 66 pages.

A study of the essential infrastructure enabling increasingly wide sections of the population to engage in physical exercise.

Youth and Social Change by H. Kreutz (1973) — 114 pages.

A sociological examination of the behaviour of youth in relation to social change, and a comparative study of other research work on this subject.

Permanent Education: The basis and essentials (1973) — 68 pages.

Evidence selected from 15 studies is used to demonstrate how and why traditional education is likely to be superseded by permanent education.

Systems Development in Adult Language Learning (1973) — 156 pages.

Progress report on research towards the development of a unit/credit system for modern language learning by adults.

SECTION IV — STUDIES OF GENERAL INTEREST

Modern Language Teaching by Television by R. Hickel (1965) — 185 pages. Out of stock. French edition still available.

Subjects dealt with: the principal existing TV programmes for modern language teaching: educational, technical and practical problems; the reaction of the public and of pupils. Concludes with an evaluation of TV as a language technique, compared with other aids.

Educational and Cultural Films — Experiments in European Co-production by C. H. Dand, J. A. Harrisson, and S. I. van Nooten (1965) — 110 pages, illustrated.

Methods of production and distribution of educational and cultural films. Full technical data relating to some fifty films so far jointly produced in Western Europe and details of their availability for viewing or loan purposes.

Europe's Guests: Students and Trainees by A. F. Dunlop (1966) — 187 pages.

A survey on welfare of foreign students and trainees in Europe.

Art of the Cinema in Ten European Countries (1967) — 265 pages.

An essay devoted to the development and the situation of ten national cinemas in Europe (Austria, Belgium, Denmark, Federal Republic of Germany, France, Italy, Netherlands, Sweden, Turkey and the United Kingdom). Each chapter is written by a film specialist.

The Use of Short 8 mm Films in European Schools by R. Lefranc (1967) — 134 pages.

A study on the teaching potential of the 8 mm short films; the apparatus and the films in the European production.

Direct Teaching by Television (1967) — 94 pages.

Account of a European Conference held in December 1966 in Rome. Papers on *Telescuola* (Italy), *Telekolleg* (Bavaria), *Radio-Télé-Bac* (France), the Britsh "Open University" project etc.

Permanent Education (1970) — 512 pages.

A compendium of studies commissioned by the CCC as its contribution to United Nations International Education Year.

Companion volumes

Films on Geography — A selective catalogue (1966) — 44 pages.

A catalogue of films on geography teaching from ten different countries selected for their technical value and their suitability for inclusion in the school curricula.

Audio-visual Aids in Developing European Countries by E. Luft (1966) — 31 pages.

An enquiry into the needs of developing countries for films and other audio-visual aids used in education. The six countries the author, Mr Luft, visited were: Iceland, Ireland, Italy, Greece, Spain and Turkey.

The Use of Closed-Circuit Television in Technical Education (1966) — 94 pages.

Report of a seminar to show that closed-circuit television installations tend to be used for broader purposes than mere demonstration.

European Research in Audio-Visual Aids (1966) — 2 volumes — 116 and 143 pages.

These publications (Part I: Bibliography — Part II: Abstracts) attempt for the first time to catalogue and summarise the research in audio-visual aids which has been carried out in Europe, and cover the period 1945 to 1963 (Editor: J. A. Harrisson).

A Catalogue of Films on Nature Conservation (1967) — 70 pages.

The first object of this catalogue is to make good films more widely known.

The Theatrical Distribution of Cultural Films by P. Léglise (1967) — 135 pages.

The distribution of "cultural films" (short films, full-length documentaries, films for children and young people) through the network of public cinemas. Paying and larger audience instead of a too limited public etc.

Films for the Teaching of European Geography by Th. Hornberger (1968) — 52 pages.

A preliminary collation of audio-visual material available in Europe for the teaching of European geography. Contains the results of Mr Hornberger's enquiry and the lists of films produced by the various member countries of the Council for Cultural Co-operation.

Second Seminar on Direct Teaching by TV — Scheveningen, 1968 (1969) — 47 pages.

This seminar, which considered applications to adult education only, concentrated on the assessment of needs and the evaluation of results.

The Reception of and Response to Modern Language Teaching Programmes by Television Intended for the General Public by Wolfgang Halm (1970) — 120 pages.

Analyses the results of a survey carried out in member countries. A follow-up to *Modern Language Teaching by Television*.

Cultural Co-operation: an Experiment (1972) — 58 pages.

An explanatory summary of the achievements of the CCC in the cultural sphere.

B. MODERN LANGUAGES IN EUROPE [1]

As a contribution to the "Major Project, Modern Languages" of the Council for Cultural Co-operation, the International Association of Applied Linguistics Publishers (AIDELA) published a special series of works in co-operation with the Council of Europe.

The following titles were published:

— *Linguistic Theories and their Application.*

— *The Language Laboratory in Higher Education — an Experiment.*

— *Modern Languages and the World of To-day.*

— *Modern Languages in Great Britain and Ireland.*

— *The Teaching of Modern Languages in Secondary Vocational and Commercial Schools.*

C. WORKS PUBLISHED IN NON-OFFICIAL LANGUAGES [2]

Actividades extraescolares y educación cívica (P. R. Fozzard).
La idea de Europa en la enseñanza media (René Jotterand).
Publ. Doncel, Eugenio Salazar, 2° D, Madrid-2.

Europa im Unterricht (René Jotterand).
Publ. Europa Union Verlag GmbH, Köln.

Lehrerbildung (J. Majault).
Schul- und Berufsberatung — Tatsachen und Probleme (M. Reuchlin).
Publ. Verlag Julius Beltz, Weinheim und Berlin.

Europese Vorming in de hoogste klassen van de scholen voor voortgezet onderwijs (René Jotterand).

Para-scolaire Aktiviteiten en Staatsburgerlijke Vorming
(P. R. Fozzard).

Europese burgerschapsvorming in de eerste jaren van het voortgezet onderwijs
(Y. Roger).

Publ. Centrum voor Europese Vorming in het Nederlandse Onderwijs;
Sekretariaat: Oudegracht 90, Alkmaar.

Rapporto sulla scuola secondaria superiore (H. Janne and L. Géminard).
Publ. Editore Armando Armando, Via della Gensola, 60-61 — Rome.
Italian version of the study *The educational needs of the 16-19 age group.*

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1. Works in this series were published by G. Harrap, London, in English and by M. Didier, Paris, in French. A limited number of copies are obtainable from the Directorate of Education of the Council of Europe.

2. These works are obtainable directly from the publishers.

D. OTHER PUBLICATIONS [1]

Paedagogica Europea — Review of European Education — Volume VII (Diversifying Post-Secondary Education in Europe) — 148 pages (1972). Articles in English, French or German. Published by L. C. G. Malmberg, N. V. Uitgever, S-Hertogenbosch, George Westermann Verlag, Brunswick.

Differentiation and Guidance in the Comprehensive School — An account of a conference organised by the Swedish Government in 1958 under the auspices of the Council of Europe. English edition published by Almquist et Wiksell, Stockholm; French edition by the *Institut pédagogique national*, rue d'Ulm, Paris.

Schools in Europe by Professor Dr Walter Schultze — Published on behalf of the German Institute for International Educational Research in co-operation with the Council for Cultural Co-operation of the Council of Europe.

Volume I: Iceland, Norway, Sweden, Finland, Denmark, Federal Republic of Germany, Austria, Switzerland.

Volume II: Great Britain, Ireland, Netherlands, Belgium, France, Luxembourg.

Volume III: Portugal, Spain, Italy, Greece, Cyprus, Turkey, "Ecoles Européennes".

English, French and German editions: Verlag Julius Beltz, D 694 Weinheim/Berlin, Postfach 167.

Multilingual Vocabulary of Film Terms — Numerical and alphabetical list of about 900 terms in English, French, German, Dutch, Italian, Spanish and Danish, published under the auspices of the Council of Europe by the Netherlands Information Service (43 Noordeinde, The Hague) (1962).

Multilingual Vocabulary of Educational Radio and Television Terms — Numerical and alphabetical lists containing about 800 terms in English, French, German, Italian, Dutch, Spanish and Swedish. Published (1971) under the auspices of the Council of Europe by the *Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen*, Bayerischer Rundfunk, 8 München 2, Rundfunkplatz 1, Federal Republic of Germany.

L'après télévision by R. Wangermée and H. L. Lhoest — One of series "Les grands rapports" published by Hachette (French only).

Analyse et prévision — Special edition devoted to conclusions of the colloquy on "Prospects of cultural development in Europe" published by SEDEIS (Paris) (French only).

Cahiers JEB 1973 — Les loisirs des enfants: équipement et animation, by G. Mugglin — Study in series published by the Belgian Ministry of Education and Culture. Also in a German edition *Freizeitstätten für Kinder und Familien*, published by Pro Juventute, Zurich.

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1. These works are obtainable directly from the publishers.

THESES WRITTEN BY FELLOWSHIP-HOLDERS AND PUBLISHED BY A. W. SIJTHOFF (LEYDEN, NETHERLANDS) IN THE "EUROPEAN ASPECTS" SERIES

Culture

G. Pirrone	*Une tradition européenne dans l'habitation* (1963)
P. Brinson	*Background to European Ballet* (1956)
W. Ritter	*Fremdenverkehr in Europa* (1966)
J. Quinn	*The Film and Television as an Aspect of European Culture* (1968)

Economics

M. Fisher	*Wage Determination in an Integrating Europe* (1966)

Political questions

P. H. J. M. Houben	*Les Conseils des Ministres des Communautés européennes* (1964)
U. Kitzinger	*Britain, Europe and Beyond* (1964)

Social questions

Z. Suda	*La division internationale socialiste du travail* (1967)

Law

C. Economides	*Le pouvoir de décision des organisations internationales européennes* (1964)
F. Monconduit	*La Commission européenne des Droits de l'Homme* (1965)
N. Antoniopoulos	*La jurisprudence des organes de la Convention européenne des Droits de l'Homme* (1967)
H. Wiebringhaus	*Gerichtshof für Europa?* (1967)
D. H. M. Meuwissen	*De Europese Conventie en het Nederlandse Recht* (1968)

Among other publications in the "European Aspects" series

A. H. Robertson	*The Council of Europe* (1962).

TRANSLATIONS OF LITERARY WORKS FROM LESSER-KNOWN EUROPEAN LANGUAGES

a. INTO ENGLISH

The Waving Rye by J. v. Jensen (Gyldendal, Copenhagen, 1958) (From Danish).

Floodtide of Fate by O. Dun (Sidgwick and Jackson, London, 1960) (From Norwegian).

Seven Icelandic Short Stories (Ministry of Education, Reykjavik, 1960) (From Icelandic).

Aniara by H. Martinson (Hutchinson, London, and Knopf, New York, 1963) (From Swedish).[1]

The Man in the Mirror by H. Teirlinck (Heinemann, London, and Sijthoff, Leyden, 1963) (From Flemish).

Alberta and Freedom by C. Sandel (Peter Owen, London, 1963) (From Norwegian).

The Old Farmhouse by J. D. Williams (Heinemann, London, and Sijthoff, Leyden, 1961) (From Welsh).

The Garden Where the Brass Band Played by S. Vestdijk (Heinemann, London, London House, New York, and Sijthoff, Leyden, 1965) (From Dutch).

Poems by Rosalie de Castro (Ministry of Foreign Affairs, Madrid, 1964) (From Galician).

Character by F. Bordewyk (Peter Owen, London, 1966) (From Dutch).

I Come from a Raging Sea by Evert Taube (Peter Owen, London, 1966) (From Swedish).

Only a Game by Cla Biert (Peter Owen, London, 1968) (From Ladin).

Icelandic Poetry (An anthology of —) by Eirikur Benediki (Ministry of Education, Reykjavik, 1968) (From Icelandic).

The Lost Musicians by William Heinesen (Twayne Publisher, Inc., New York, and the American - Scandinavian Foundation, 1971) (From Danish).

b. INTO FRENCH

Poèmes akritiques et la Mort de Digénis by A. Sikelianos (French Institute of Athens, 1960) (From Greek).

Un point sur la carte — Selected short stories, by S. F. Abasiyanik (Sijthoff, Leyden, 1962) (From Turkish).

Belina by Michel Camelat (*Institut d'études occitanes* in Toulouse, 1962) (From Occitanian).

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1. This book has also been translated into German. Published by Nymphenburger Verlagshandlung, Munich, 1961.

Poésies autrichiennes 1900-1965 (Bergland Verlag, Vienna, 1966).

Nouvelles by A. Papadiamantis (From Greek).

Contes du Frioul by Caterina Percoto (From Friuli).

Poemes by Juan Maragall (Ministry of Foreign Affairs, Madrid, 1968) (From Catalan).

Suite poétique maltaise by Laurent Ropa (Ministry of Education, Valetta, 1970) (From Maltese).

Resquilleur — Nouvelles choisies by M. S. Esendal (Ministry of Education Press, Istanbul, 1971) (From Turkish).

IN THE EUROPEAN FOLKLORE SERIES

European Folk Tales (Rosenkilde and Bagger, Copenhagen, 1963).

European Folk Ballads (Rosenkilde and Bagger, Copenhagen, 1967).

Théâtre populaire européen (Maisonneuve et Larose, Paris, 1967) (French only).

European Anecdotes and Jests (Rosenkilde and Bagger, Copenhagen, 1972).

IV. Publications and material for display based on the European Art Exhibitions

CATALOGUES

— First Exhibition: "Humanist Europe" (in French and in Dutch).

— Second Exhibition: "The Triumph of Mannerism from Michelangelo to El Greco" (in French and in Dutch).

— Third Exhibition: "The XVIIth century in Europe: Realism, Classicism and Baroque" (in Italian).

— Fifth Exhibition: "The Romantic Movement" (in English).

— Sixth Exhibition: "The Sources of the XXth Century: the arts in Europe from 1884 to 1914" (in French and in English).

— Seventh Exhibition: "Romanesque Art" (in French and in Spanish).

— Eighth Exhibition: "European Art around 1400" (in French and in German).

— Ninth Exhibition: "Byzantine Art as a European Art" (in French and in English).

— Tenth Exhibition: "Charlemagne — His life and work" (in French and in German).

— Eleventh Exhibition: "Queen Christina of Sweden and her Epoch" (in English and in Swedish).

— Twelfth Exhibition: "Gothic Art in Europe" (in French).

— Thirteenth Exhibition: "The Order of St John in Malta" (in English).

— Fourteenth Exhibition: "The Age of Neo-Classicism" (in English).

FILMS

L'Europe humaniste (Brussels, 1954) (Apply to: Service du cinéma, Ministère de l'Education nationale, 7, quai du Commerce, Brussels, Belgium).

The Age of Rococo (Munich, 1958) — Short-length and full-length version in English, French and German. (Apply to: Film Studio Walter Leckebusch, Titienstrasse 16, Munich 19, Federal Republic of Germany).

Charlemagne, his work and influence (Apply to: Film Department, Federal Ministry of Foreign Affairs, Nassestrasse, Bonn).

SETS OF NOTES AND COLOUR SLIDES

Publications filmées d'art et d'histoire, 13, rue Carvès, 92 - Montrouge VI[e], have produced a series of slides in the standard series in Council of Europe colours on the following European art exhibitions:

— First Exhibition: "Humanist Europe".

— Second Exhibition: "The Triumph of Mannerism".

— Third Exhibition: "The XVIIth century in Europe: Realism, Classicism and Baroque".

— Fourth Exhibition: "The Age of Rococo".

— Fifth Exhibition: "The Romantic Movement".

— Sixth Exhibition: "The Sources of the XXth Century: the arts in Europe from 1884 to 1914" (three volumes).

— Seventh Exhibition: "Romanesque Art".

— Eighth Exhibition: "European Art around 1400".

— Ninth Exhibition: "Byzantine Art as a European Art".

— Tenth Exhibition: "Charlemagne — His life and work".

— Eleventh Exhibition: "Queen Christina of Sweden and her Epoch".

— Twelfth Exhibition: "Gothic Art in Europe".

— Thirteenth Exhibition: "The Order of St John in Malta".

— Fourteenth Exhibition: "The Age of Neo-Classicism".

Each consists of a booklet containing an introduction and notes on each painter and each work of art. These monographs have been written by the most eminent specialists on the period.

APPENDIX C

Programme financed by the Cultural Fund in 1973

ESTIMATED RECEIPTS

TO FINANCE THE 1973 PROGRAMME

(Heads I to IV of estimated expenditure)

	FF
1. Contribution of member states of the Council of Europe (guarantee) (212th meeting of the Ministers' Deputies)	2 860 000
2. Contributions of non-member governments having acceded to the European Cultural Convention:	
a. Spain	274 560
b. Holy See	5 100
c. Finland	51 480
d. Greece	71 128
3. Other contributions:	
a. Voluntary contributions from governments	200 000
b. Contributions from other sources	p. m.
4. Sundry receipts:	
a. Royalties	3 500
b. Sale of publications	34 000
c. Bank interest	80 000
d. Miscellaneous	5 800
Total	3 584 768

ESTIMATED EXPENDITURE

1973 PROGRAMME

		FF
Head I	— *Education*	
Section I.0	— General sector	778 950
Section I.2	— General and technical education	1 009 530 [1]
Section I.3	— Higher education	183 460
Section I.4	— Adult education	166 550
Head II	— *European co-ordination and co-operation in matters of research in the tertiary sector of education*	71 250
Head III	— *Cultural development, youth and sport*	686 150
Head IV	— *Common services*	636 200
	Total	3 532 090

HEAD I

Education

Section I.0 — *GENERAL SECTOR*

I.0.1	Permanent education	94 000
I.0.2	Educational technology	205 500
I.0.3	Educational documentation and information	191 000
I.0.4	Educational research and development	282 500
I.0.5	Modern languages	30 000
I.0.6	Standing Conference of European Ministers of Education	20 000
Total of programme estimates for Section I.0		823 000
Less technical reductions		44 050
Total of allocations granted		778 950

1. Including the United Kingdom voluntary contribution (200 000 FF) earmarked under point I. 22. 3.

Section I.2 — *GENERAL AND TECHNICAL EDUCATION*

		FF
I.21	*Structure and organisation of basic education*	150 500
I.21.1	Pre-school education	
I.21.2	Education for the 16-19 age group — organisation and structure	
I.21.3	Education for participation	
I.22	*The teacher*	502 300
I.22.1	Initial training of teachers	
I.22.2	Specialised and additional training of teachers	
I.22.3	Continued training of teachers	
I.23	*Curricula*	124 900
I.23.1	Interdisciplinary studies	
I.23.2	Bringing up to date of the curriculum	
I.24	*Media and methods*	168 000
I.24.1	Co-production of teaching materials	
I.24.2	Introduction of innovation into school systems by new media and methods	
I.25	*Assessment and guidance*	20 500
I.25.1	Assessment	
I.25.2	Educational and vocational guidance	
I.26	*Ad hoc and miscellaneous activities*	114 000
Total of programme estimates for Section I.2		1 080 200
Less technical reductions		70 670
Total of allocations granted		1 009 530

Section I.3 — *HIGHER EDUCATION*

I.31	*Structure, organisation and capacity of tertiary education*	118 400

		FF
I.31.1	Integration of tertiary education in an overall system of permanent education	
I.31.2	The internal constitution of tertiary education institutions; participation of staff and students	
I.31.3	Staff structure and status; mobility of staff and students; equivalence of qualifications	
I.31.4	Access to higher education	
I.32	*Initial and in-service education of teachers*	p. m.
I.33	*Curriculum reform and development*	50 000
I.33.1	Curricula reform in general	
I.33.2	Preparation of environmental study courses (ecology)	
I.33.3	Reform of curricula in individual disciplines	
I.34	*Media and methods*	27 000
I.34.1	The study of new teaching and learning methods and new media in general	
I.34.2	Educational technology	
I.35	*Assessment and guidance*	p. m.
Total of programme estimates for Section I.3		195 400
Less technical reductions		11 940
Total of allocations granted		183 460

Section I.4 — *ADULT EDUCATION*

I.41	*Organisation and future structures of adult education*	
I.42	*Initial and refresher training for teachers* (educators)	
I.43	*Studies programme/curricula*	174 500
Total of programme estimates for Section I.4		174 500
Less technical reductions		7 950
Total of allocations granted		166 550

HEAD II

European co-operation and co-ordination in matters of research carried out in the tertiary sector of education

		FF
II.1	*Co-operation and co-ordination*	72 500
II.12	Planning and support of university research	
II.13	Technical assistance for the creation of non-governmental associations of research workers	
II.14	Grants to research seminars	
II.15	Co-operation at European level between research libraries	
II.2	*Encouragement of research in newly emerging fields and of the integration of certain new concepts*	—
II.22	Promotion of research into higher education	
Total of programme estimates for Head II		72 500
Less technical reductions		1 250
Total of allocations granted		71 250

HEAD III

Cultural development, youth and sport

III.1	*Management of cultural affairs*	166 500
III.10	Project Director	
III.11	Instruments of analysis at national level	
III.12	Instruments of analysis at local level	
III.2	*Cultural enrichment*	314 000
III.21	Means and methods (facilities — animation)	
III.22	Contents of cultural enrichment (Programmes)	
III.3	*Sport for all*	128 200
III.4	*Other cultural activities*	4 000
III.43	Cultural Identity Card	

	FF
III.5 *Youth*	100 000
III.61 Automated documentation in liaison with EUDISED	p. m.
Total of programme estimates for Head III	712 700
Less technical reductions	26 550
Total of allocations granted	686 150

HEAD IV

Common services

IV.1 *Publications and publicity*	420 000
IV.2 *General co-operation with NGOs*	43 000
IV.81 *Ad hoc consultations of experts*	150 000
IV.82 *Liaison missions*	
IV.9 *Sundry and unforeseen expenditure*	40 000
IV.91 Sundry expenditure	
IV.92 Unforeseen expenditure	
IV.93 Indirect taxes	
Total of programme estimates for Head IV	653 000
Less technical reductions	16 800
Total of allocations granted	636 200

APPENDIX D

Balance-sheet of the Cultural Fund as at 31 December 1973

ASSETS

		FF
I. *Liquid assets*		
— Bank holdings		1 328 293.01
II. *Sundry debtors*		
— Member states of Cultural Fund (budgetary guarantee)	683 144.29	
— Other debtors	13 800.75	696 945.04
		2 025 238.05

LIABILITIES

I. *Sundry creditors*		
— Sums awaiting settlement and owed to sundry creditors	2 191.91	
— Receipts for allocation and regularisation	36.00	2 227.91
II. *Special accounts for operational activities*		
— Restoration of works of art in Florence		31 979.35
III. *Provisions to be constituted at the close of the financal year*		
— Provisions for liabilities still to be coded		811 456.84
IV. *Final balance*		1 179 573.95
		2 025 238.05

Signature of the Financial Controller:
Edmond LUCAS

Strasbourg, 31 January 1974
For the Secretary General,
Director General of
Administration and Finance:
A. DAUSSIN

SALES AGENTS FOR PUBLICATIONS OF THE COUNCIL OF EUROPE[1]

AUSTRIA
Gerold und Co.
Graben 3,
VIENNA 1

CANADA
Information Canada
OTTAWA

DENMARK
Ejnar Munksgaard,
Nörregade 6
COPENHAGEN

FEDERAL REPUBLIC
OF GERMANY
Verlag Dr. Hans Heger,
Goethestrasse 54, Postfach 821
D - 53 BONN-BAD GODESBERG

GREECE
Librairie Kaufmann,
28, rue Stadiou,
ATHENS

ICELAND
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The English Bookshop
Hafnarstroeti 9
REYKJAVIK

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Stationery Office,
DUBLIN

ITALY
Libreria Commissionaria Sansoni
Via Lamarmora, 45
Casella Post 552
FLORENCE

NETHERLANDS
N. V. Martinus Nijhoff,
Lange Voorhout, 9,
THE HAGUE

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Mulgrave Street
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WELLINGTON

SPAIN
Libreria Mundi-Prensa
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STOCKHOLM

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Kirchgasse, 17
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1211 GENEVA 11

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Manhattan Publishing Company
225, Lafayette Street
NEW YORK, 10012 — N. Y.

STRASBOURG
Librairie Berger-Levrault,
Place Broglie.

1. For countries where are no Sales Agents, or in case difficulties, please apply directly to: Publications Section, Council of Europe, Strasbourg, France.